

Lexical Density and Frequency of the Lexical Words in A Children's Storybook: *Alice In Wonderland* (Simplified Version Published in 2024 by Mind to Mind)

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Received : 19 January 2026

Revised : 15 February 2026

Accepted : 15 June 2026

Published: 30 June 2026

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DOI: 10.29303/jeef.v6i2.982

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Abstract: This study analyzes the lexical density, word frequency, readability, and suitability of *Alice in Wonderland* (Simplified Version published in 2024 by Mind To Mind) for young learners of English as a Foreign Language (EFL). Using a mixed-method approach, the text was examined to see how many content words it contains, how often key vocabulary appears, how easy it is to read, and how the text supports understanding through illustrations. The results show that the book has an average lexical density of 52%, meaning it provides enough vocabulary input while still being easy to understand. Frequent repetition of important words helps children learn vocabulary naturally. Readability testing also shows that the book is suitable for elementary-level learners. Around 60–65% of the words are supported by pictures, helping children understand the story more easily. Overall, the simplified book is appropriate for young EFL learners and can support vocabulary development and reading comprehension. However, the study only examined one book and did not involve real students, so further research with more storybooks and classroom testing is suggested.

Keywords: language acquisition, children's storybooks, lexical density, frequency of lexical words, readability of text

INTRODUCTION

Acquiring English as a second language since infancy can make a better language acquisition. One of the ways that parents can do is to provide an English reading. Reading holds great significance, as comprehending a written piece requires efficiently extracting the necessary information from the reading (Sholichatun, 2011).

Children's storybooks are important for language development, especially in the early years of education. Children may be exposed to vocabulary, sentence structures, and narrative forms through storybooks in an entertaining and participatory way. These elements are essential for the development of linguistic competence. Mcquillan (2019) claimed that storybooks help children acquire vocabulary incidentally, which is the process of repeatedly exposing them to new words in circumstances that have significance. Additionally, storybooks frequently include pictures that aid children in making the connection between words and visuals, improving their language comprehension and recall (Beck et al., 2002). A child's capacity to anticipate, conclude, and comprehend other viewpoints is also fostered by the narrative and interactive components of storybooks, and these abilities are critical for the development of complex language skills (Snow & Ninio in Teale & Sulzby, 1987).

In Indonesia, children's storybooks are frequently used as extra resources to help children learning the language at home and school. Concerns over these storybooks' lexical quality are, nonetheless, becoming more widespread. Some storybooks have been found to use language that is too simple, which limits their ability to develop their vocabulary (Parvin, 2025). Amendum et al. (2015) stated that young readers, on the other hand, may find it challenging to understand texts that are too complex or varied.

According to recent studies, there are a variety of issues with the lexical content of Indonesian children's books. The lexical difficulty of many books varies, and some of them fall short of the developmental standards for young readers (Spadorcia, 2005). The limited implication of culturally suitable vocabulary is another issue that may compromise the texts' contextual and cultural appropriateness (Ponte & Guarín, 2021). Furthermore, the markets focus on creating aesthetically pleasing books often can override the significance of literary quality, leading to publications that are interesting but uninspiring.

Meanwhile, the emergence of online reading platforms and digital storybooks offer both new possibilities and difficulties for increasing lexical diversity and richness. Although digital formats can offer personalized and interactive reading experiences, less is known about how they affect Indonesian children's language development (Chairunisa & Hasibuan, 2024).

Readability challenges happen when books include complex sentence structures and uncommon words, making them less understandable to young readers. In contrast, storybooks with less lexical density may lack sufficient vocabulary-building opportunities. Language development concerns also emerge when books fail to provide progressive learning in vocabulary acquisition. Furthermore, the absence of standardized guidelines for evaluating lexical density in children's literature hinders educators and parents in selecting books that are age-appropriate for young readers. Addressing these issues through research and standardized assessments can help to ensure that children's storybooks effectively support language development while remaining engaging and educational (Ismail et al., 2023; Siregar et al., 2024).

The topic of lexical density is chosen by the researcher due to its significant role in evaluating the richness and

effectiveness of linguistic input in children's literature, especially for English as a Foreign Language (EFL) learners. Lexical density provides measurable insight into whether a text offers sufficient vocabulary exposure for developing linguistic competence (Sholichatun, 2011). This is especially relevant in the Indonesian context, where concerns have been raised regarding the overly simple or very complex language found in children's storybooks (Hidayati, 2020). Despite the importance of selecting appropriate texts for young readers, standardized tools for assessing lexical density remain limited (Ismail et al., 2023; Siregar et al., 2024).

Other researchers have shown that lexical contents strongly shape how children experience texts. Darmawan and Muhaimi (2020) stressed that the choice of vocabulary can influence not only comprehension but also readers' awareness and sensitivity. In a related study, Kusumanegara et al. (2021) examined how cohesion in stories through repetition, synonyms, and related words helps maintain clarity and flow. This is highly relevant for simplified storybooks, which must remain coherent even when adapted. Wahyudi et al. (2021) also found that interesting and age-appropriate reading texts, such as those linked to songs, improve vocabulary mastery for children aged six to twelve and keep them motivated to learn. Together, these studies remind us that storybooks are not just entertainment, they are tools that can shape how children build their language skills.

By addressing this gap, this study aims to contribute to the improvement of children's reading materials both in home and educational settings. The simplified version of *Alice in Wonderland* (published in 2024 by Mind To Mind) was selected as the primary text for the analysis because it is specifically designed for young readers and widely used by Indonesian and Malaysian parents. As a globally recognized story adapted into a simplified form, it offers a valuable opportunity to examine how simplification affects lexical richness and suitability. Furthermore, studying a well-known publisher like Mind To Mind ensures the research reflects practical and current trends in children's language education. This focus not only ensures possibility but also lays the foundation for future comparative studies with other texts and versions.

RESEARCH METHODS

This study adopts a mixed-methods research design, integrating both quantitative and qualitative approaches to holistically examine the linguistic features of *Alice in Wonderland* (Simplified Version, 2024, published by Mind to Mind). The quantitative component centers on lexical density and word frequency analysis, using computational tools to objectively measure the proportion of content words—nouns, verbs, adjectives, and adverbs—relative to the total word count. This metric, grounded in Ure's (1971) framework, provides an empirical indicator of textual complexity and lexical richness. By identifying high-frequency lexical items, the analysis reveals patterns in vocabulary usage that may reflect thematic emphasis or pedagogical simplification strategies tailored for young readers.

Complementing this numerical analysis, the qualitative strand investigates how language functions within its broader textual and visual context. This includes evaluating readability in relation to children's cognitive and linguistic development, assessing the coherence between textual content and illustrations, and interpreting how lexical choices facilitate

meaning-making. Particular attention is paid to whether the simplified language, supported by visual cues, aligns with the needs of English as a Foreign Language (EFL) learners—especially in contexts like Indonesia, where such materials are commonly used in early language education. Drawing on Systemic Functional Linguistics (Halliday, 1985), this interpretive layer explores how the text constructs meaning and scaffolds comprehension for novice readers.

The integration of both methodological strands enables a more nuanced understanding of the storybook's linguistic and pedagogical design. While quantitative data offer measurable insights into lexical diversity and textual difficulty, qualitative analysis explains how and why certain linguistic features support or hinder comprehension, engagement, and vocabulary acquisition. This dual approach ensures that the evaluation goes beyond surface-level metrics to address the functional suitability of the text as an educational resource for young EFL learners.

Primary data consist of the full text of the 2024 simplified edition of *Alice in Wonderland* by Mind To Mind—a contemporary adaptation explicitly designed for children learning English. Its selection is justified by its current relevance, widespread use in Southeast Asian EFL classrooms, and deliberate simplification strategies, including short sentences and integrated illustrations. Secondary data include established theoretical frameworks (e.g., Ure, 1971; Halliday, 1985; Nation, 2001) and recent empirical studies (e.g., Amer, 2021; Siregar et al., 2024) on lexical density, readability, and vocabulary acquisition in children's literature. Data collection employs digital tools (Microsoft Word, SpeedReadr, and Cambridge Dictionary) for word segmentation, part-of-speech tagging, and frequency counting, while qualitative analysis involves close reading of text-image relationships. Data analysis follows a five-step procedure—identification, classification, description, explanation, and conclusion—to systematically link empirical findings with theoretical insights, ultimately assessing the book's effectiveness as a developmentally appropriate and linguistically supportive EFL reading material.

RESULTS AND DISCUSSION

Findings

This study analyzed the lexical density, frequency of lexical words, readability, and relevance of *Alice in Wonderland* (Simplified Version published in 2024 by Mind to Mind). The findings are based on both quantitative and qualitative analyses of the text. The quantitative results include word counts, lexical density percentage, and frequency distribution of lexical words, while the qualitative results focus on readability, word-picture relationships, and the text's appropriateness for young readers.

Lexical Density of the Book

The quantitative analysis of the 16 pages shows a consistent measurement of informational load across the text. The total word count analyzed was 576 words, containing 300 lexical words (nouns, verbs, adjectives, and adverbs). The overall average lexical density for the storybook is calculated to be 52 %. This density fluctuates by page, ranging from a low of 40.5 % (Page 5) to a high of 63.3 % (Page 6).

The lexical density for each page was calculated using the formula: $\text{Lexical Density (\%)} = (\text{Number of Content Words} \div \text{Total Number of Words}) \times 100$.

Page 1

One day, Alice and her sister sat near a stream. Her sister was reading a book. Suddenly, Alice saw a white rabbit rushing past her, mumbling something to himself. He was wearing a waistcoat and had a watch in his hand.

Noun(s)	Verb(s)	Adjective(s)	Adverb(s)
Day	Sat	White	Near
Alice (2x)	Reading		Suddenly
Sister (2x)	Saw		Past
Stream	Rushing		
Book	Mumbling		
Rabbit	Wearing		
Waistcoat	Had		
Watch			
Hand			
Lexical Words: 22 Words			
Lexical Density: 53.6 %			

Page 2

Now, Alice had never seen a rabbit in a waistcoat. So, she decided to follow him. He quickly went down a rabbit hole. The moment Alice stepped into the hole, she fell down. She kept on falling deeper into the never-ending hole!

Noun(s)	Verb(s)	Adjective(s)	Adverb(s)
Alice (2x)	Had		Now
Rabbit (2x)	Seen		Never
Waistcoat	Decided		Down
Hole (3x)	Follow		Quickly
Moment	Went		Deeper
Ending	Stepped		Never
	Fell		
	Kept		
	Falling		
Lexical Words: 25 Words			
Lexical Density: 59.5 %			

Page 3

On the way, Alice saw many things falling along with her. There were a table, a book, a pocket watch, a bottle, playing cards, fruits and cakes. The hole seemed like a tunnel. 'Am I falling or flying?' wondered Alice.

Noun(s)	Verb(s)	Adjective(s)	Adverb(s)
Way	Saw	Many	Along
Alice	Falling	Playing	
Things	Seemed		
Table	Flying		
Book	Wondered		
Pocket			
Watch			
Bottle			
Cards			
Fruits			
Cakes			
Hole			
Tunnel			
Lexical Words: 21 Words			
Lexical Density: 52.5 %			

Page 4

Finally, Alice landed on the floor of a huge room. She saw a key on the table and a small door. Alice used the key to unlock the door but it was so small that she could not go through it.

Noun(s)	Verb(s)	Adjective(s)	Adverb(s)
Alice (2x)	Landed	Huge	Finally
Floor	Saw	Small	

Room	Used		
Key	Unlock		
Table	Go		
Door (2x)	Could		
Lexical Words: 17 Words			
Lexical Density: 42.5 %			

Page 5

Then, she saw a bottle with a label, 'DRINK ME!' Alice picked it up and drank from it. And lo! With every sip, she became smaller and smaller until she was the size of a tiny mouse.

Noun(s)	Verb(s)	Adjective(s)	Adverb(s)
Bottle	Saw	Tiny	Then
Label	Drink	Small	Up
Sip	Picked		Smaller
Size	Drank		
Mouse	Became		
Lexical Words: 15 Words			
Lexical Density: 40.5 %			

Page 6

Though surprised, Alice was happy that now, she could go through the small door. The door led to a beautiful garden and there, on a toadstool, sat a caterpillar, smoking!

Nouns	Verbs	Adjectives	Adverbs
Alice	Could	Surprised	Though
Door (2x)	Go	Happy	Now
Garden	Led	Small	Through
Toadstool	Sat	Beautiful	There
Caterpillar	Smoking		
Lexical Words: 19 Words			
Lexical Density: 63.3 %			

Page 7

He asked Alice, "Who are you? Why are you here?" Alice said, "I am Alice and I am looking for a white rabbit wearing a waistcoat. Can you help me find him?"

Nouns	Verbs	Adjectives	Adverbs
Alice (3x)	Asked	White	Here
Rabbit	Said		
Waistcoat	Looking		
	Wearing		
	Can		
	Help		
	Find		
Lexical Words: 14 Words			
Lexical Density: 43.7 %			

Page 8

The caterpillar could not help her so Alice walked on. Next, she met a Cheshire cat sitting on a tree. The cat had a fixed smile on his face. Alice greeted him and asked him if he had seen the white rabbit.

Nouns	Verbs	Adjectives	Adverbs
Caterpillar	Could	Fixed	Next
Alice (2x)	Helped	White	
Cheshire	Walked		
Cat (2x)	Met		
Tree	Sitting		
Smile	Had		
Face	Greeted		
	Asked		
	Seen		
Lexical Words: 21			
Lexical Density: 50 %			

Page 9

The Cheshire cat smiled a bit more and said, “Try looking for him in the Queen of Heart’s Palace. Go left from here and till you find a huge tree with a door. That is the palace!”

Nouns	Verbs	Adjectives	Adverbs
Cheshire	Smiled	Huge	Bit
Cat	Said		More
Queen	Try		Left
Heart	Looking		Here
Palace	Go		
Tree	Find		
Door			
Lexical Words: 18 Words			
Lexical Density: 48.6 %			

Page 10

Alice thanked the cat and went looking for the huge tree with a door. Suddenly, she found it! The door was open. It was a garden of the ‘Queen of Hearts’.

Nouns	Verbs	Adjectives	Adverbs
Alice	Thanked	Huge	Suddenly
Cheshire	Went		
Cat	Looking		
Tree	Found		
Door (2x)	Open		
Garden			
Queen			
Heart			
Lexical Words: 16 Words			
Lexical Density: 51.6 %			

Page 11

A gardener was painting the white roses red! “Why are you painting the roses?” asked Alice. “Because Her Majesty, the queen, likes only red roses,” the gardener replied.

Nouns	Verbs	Adjectives	Adverbs
Gardener (2x)	Painting (2x)	White	Only
Roses (3x)	Asked	Red	
Alice	Likes		
Majesty	Replied		
Queen			
Lexical Words: 16 Words			
Lexical Density: 57.1 %			

Page 12

Alice went in further and saw the ‘Queen of Hearts’ playing croquet. She was using flamingo as the mallet and a hedgehog as the ball. The card soldiers were doubled up as rings for the ball go through.

Nouns	Verbs	Adjectives	Adverbs
Alice	Went		Further
Queen	Saw		Through
Heart	Playing		
Croquet	Using		
Flamingo	Doubled		
Mallet	Go		
Hedgehog			
Ball			
Card			
Soldiers			
Rings			
Lexical Words: 19 Words			
Lexical Density: 50 %			

Page 13

The queen commanded Alice to play the game with her or she would be punished. Alice tried playing but she was so scared that her flamingo mallet flew off! The ‘Queen of Hearts’ was very upset and angry with Alice.

Nouns	Verbs	Adjectives	Adverbs
Queen (2x)	Commanded	Scared	So
Alice (3x)	Play	Upset	Off
Game	Would	Angry	Very
Flamingo	Be		
Mallet	Punished		
Queen	Trying		
Hearts	Playing		
	Flew		
Lexical Words: 24 Words			
Lexical Density: 60 %			

Page 14

Alice ran from there and entered the palace. The ‘Queen of Hearts’ followed her, shouting, “Off with her head!” The card soldiers caught Alice and took her to the royal court. And lo! Alice saw the white rabbit!

Nouns	Verbs	Adjectives	Adverbs
Alice (3x)	Ran	Royal	There
Palace	Entered	White	Off
Queen	Followed		
Heart	Shouting		
Head	Caught		
Card	Took		
Soldiers	Saw		
Court			
Rabbit			
Lexical Words: 22 Words			
Lexical Density: 57.8 %			

Page 15

He was sitting with the queen to judge the prisoners. Alice was amused and shouted, “This seems to be a madhouse!” The card soldiers jumped at her.

Nouns	Verbs	Adjectives	Adverbs
Queen	Sitting		
Prisoners	Judge		
Madhouse	Amused		
Card	Shouted		
Soldiers	Seems		
	Be		
	Jumped		
Lexical Words: 12 Words			
Lexical Density: 44.4 %			

Page 16

Alice screamed and ran for her life until she found herself back at the place where she had first seen the white rabbit. “Ah!” Sighed the little girl, “It was just a dream!”

Nouns	Verbs	Adjectives	Adverbs
Alice	Screamed	White	Back
Life	Ran	Little	Where
Palace	Found		First
Rabbit	Had		Just
White	Seen		
Girl	Sighed		
Dream			
Lexical Words: 19 Words			
Lexical Density: 57.5 %			

The total word count for the 16 pages is 554 words, with a total of 300 lexical words.

Page	Total Words	Lexical Words	Lexical Density
1	41	22	53.6 %
2	42	25	59.5 %
3	40	21	52.5 %
4	40	17	42.5 %
5	37	15	40.5 %
6	30	19	63.3 %
7	32	14	43.7 %
8	42	21	50.0 %
9	37	18	48.6 %
10	31	16	51.6 %
11	28	16	57.1 %
12	38	19	50.0 %
13	40	24	60.0 %
14	38	22	57.8 %
15	27	12	44.4 %
16	33	19	57.5 %
Total	576	300	52 %

A lexical density of 52 % indicates a moderate level of complexity. This level suggests that the book contains enough content words to enrich vocabulary while remaining accessible for young readers. Texts with lexical density between 50–55% are typically suitable for upper primary to junior secondary students, especially in EFL contexts.

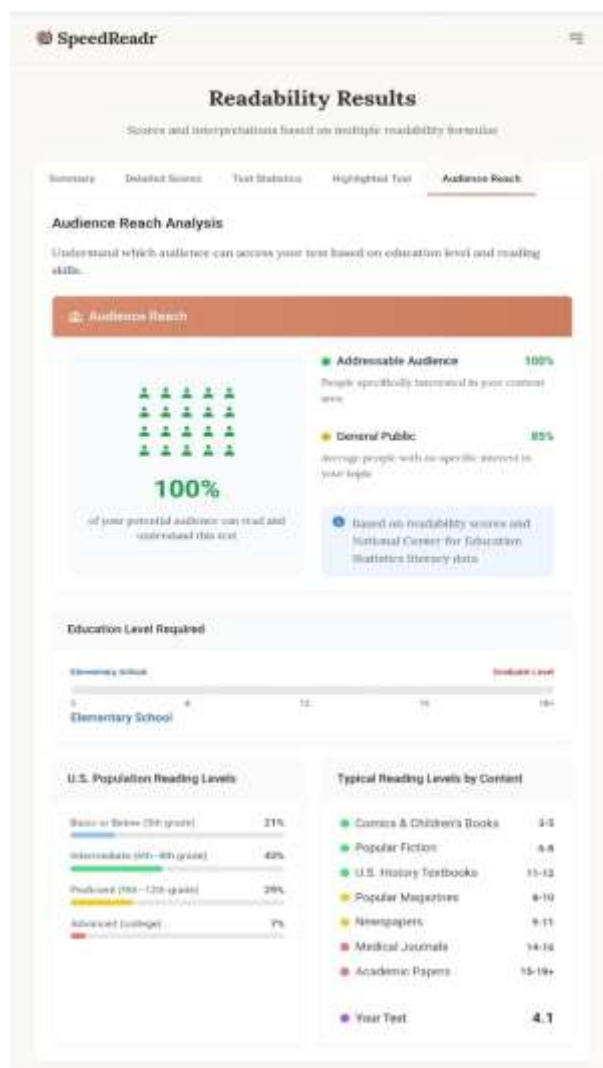
Frequency of Lexical Words

The analysis identified the most frequent lexical words (nouns, verbs, adjectives, and adverbs) throughout the 16 pages:

Words	Lexical Words	Written
Noun	Alice	23 times
Verb	Saw	6 times
Adjective	White	6 times

The high repetition of these nouns and verbs reinforces the narrative focus on central characters and key settings. These items are essential to understanding the storyline, and their frequent reappearance provides young readers with multiple exposures that support vocabulary acquisition. This reflects Nation’s (2001) argument that repeated encounters with lexical items in meaningful context lead to improved retention and automaticity in word recognition. These verbs often appear in high-frequency lists for young learners, supporting their suitability for children’s reading development.

Readability of the Text



Readability analysis is conducted using SpeedReadr, found that the text has a grade level of 4.1, suitable for elementary school readers. According to the report, 100% of the intended audience can read and understand the text, while 85% of the general readers would also be able to comprehend it effectively. The required education level for comprehension is classified at the elementary level.

This readability score places the text within the typical range for children’s storybooks (Grades 3–5). Additionally, sentence structures are generally short, averaging between 10 and 14 words, and vocabulary choices are accessible. These features collectively support effective comprehension for EFL learners and align with the readability standards for children’s literature.

Lexical Words Describing Illustrations

Approximately 60–65% of the lexical words in the text correlate directly with illustrations, including narrative elements such as Alice, rabbit, queen, key, garden, door, and bottle. These visual supports comprehension and reinforce vocabulary learning. Characters, objects, and settings referenced in the text are consistently represented in images, which reduces cognitive load and enhances understanding for young readers and helps children interpret and connect vocabulary with narrative meaning.

Illustrations also play a crucial role in supporting comprehension for developing readers and young EFL learners who may struggle with unfamiliar vocabulary. When words such as door, garden, or key appear both textually and

visually, learners can make immediate semantic connections without external assistance. This alignment between text and illustration supports multimodal learning principles, where visual and verbal input work together to strengthen comprehension.

Relevance for Children's Language Learning

The text is highly relevant for developing children's linguistic skills. It contains high-frequency vocabulary from the first 100-200 English word families, making it suitable for beginner and elementary-level EFL learners. The story presents events in chronological order, with clear cause-and-effect relationships, familiar narrative patterns, and repeated vocabulary that aids retention. Illustrations reinforce meaning and support independent reading.

Thus, the book provides appropriate cognitive challenge while still being accessible, meaningful, and engaging for children. It supports vocabulary development, reading fluency, imagination, and literary exposure main aims of early language education.

Discussion

The findings of this study confirm that *Alice in Wonderland* (Simplified Version published in 2024 by Mind To Mind) is linguistically and pedagogically appropriate for children and aligns with principles in reading development and language learning. The discussion below connects the findings to the theoretical framework and previous research.

First, the lexical density of 52 % situates the text within the moderate range of informational load. Halliday (1985) states that lexical density is one of the clearest indicators of text complexity that higher lexical density texts resemble written academic registers, while lower lexical density texts resemble conversational language. Ure (1971) similarly argues that narrative texts for children generally need lower lexical density to reduce cognitive processing demands. The lexical density found in this study reflects an appropriate balance between meaning-rich content and readability, suggesting that the simplified version of the story preserves descriptive value without overwhelming young learners with excessive lexical clustering. This supports the view that children's literature should both challenge and support developing readers.

Second, the frequency analysis demonstrates that the text contains repeated exposure to main vocabulary items such as Alice, rabbit, saw, said, and went. According to Nation (2001), meaningful repetition of vocabulary in varied contexts significantly aids vocabulary acquisition, especially for EFL learners whose language development depends on encountering target words multiple times in authentic input. Frequent lexical items in the story not only represent the main subjects, events, and actions but also shape the readers' mental representation of the narrative. As McCarthy and Jarvis (2010) argue, vocabulary repetition in texts reflects story structure and contributes to the internalization of linguistic patterns. Thus, the frequency distribution reinforces the narrative's accessibility and supports vocabulary retention across the reading experience.

Third, the readability results add strong empirical support for the suitability of the book for its target audience. SpeedReadr analysis shows a Grade Level of 4.1, with 100% audience comprehension and 85% general readers' comprehension. These results indicate that the story can be processed independently by most elementary-level readers, ensuring that learners do not require excessive teacher

mediation to understand the linguistic content. The combination of short sentences, high-frequency vocabulary, familiar narrative structures, and predictable text organization contributes to the story's strong readability profile. In the context of EFL learning, such accessibility is critical because decoding difficulties can limit comprehension and impede motivation to read (Yasin & Abdullah, 2025).

Fourth, the relationship between lexical items and illustrations enhances the book's effectiveness as a reading resource. The finding that 60–65% of lexical content is visually represented aligns with Paivio-and-Csapo's Dual Coding Theory (1973), which posits that information encoded both verbally and visually has a higher probability of retention and recall. For young readers especially those learning English as a foreign language, pictures serve not merely as decorative elements but as meaning scaffolds that reduce the cognitive effort required to interpret the text. Researchers such as Elley (1989) and Na & Nation (1985) argue that richly illustrated narratives facilitate vocabulary learning by tying word meaning to concrete imagery. The visual reinforcement in this book helps children decode difficult words such as waistcoat and garden, ensuring that comprehension does not depend entirely on dictionary use or teacher explanation.

Fifth, the relevance of the text to children is strongly supported by characteristics that match early language development needs. The clear chronological structure, predictable story events, simple grammatical constructions, and repetitive vocabulary align with principles recommended in children's literacy development and early EFL reading instruction. Cain et al., (2003) states that children learn effectively when stories provide meaningful context and require inference without overwhelming linguistic difficulty. The simplified version of *Alice in Wonderland* achieves this balance by maintaining the spirit and narrative continuity of the original story while adapting linguistic features to meet the developmental stage of its readers. Unlike overly simplified texts that reduce narrative richness, this version retains thematic elements such as curiosity, exploration, and fantasy, which increase engagement and emotional involvement, important motivational elements in independent reading (Krashen, 2004).

CONCLUSION

This study examined the lexical density, word frequency, readability, and visual support of the 2024 simplified edition of *Alice in Wonderland* (Mind to Mind) to evaluate its suitability for young English as a Foreign Language (EFL) learners. The findings indicate that the storybook is appropriate for elementary-level readers. Its moderate lexical density (52%) provides a balanced level of linguistic challenge, while the frequent repetition of key vocabulary supports vocabulary acquisition through contextual exposure. The readability level (Grade 4.1) suggests that the text is accessible to young learners, and the strong integration of illustrations with the text enhances comprehension by providing visual support for vocabulary and story events. Collectively, these features make the book a valuable resource for promoting English reading comprehension, vocabulary development, and positive reading habits among young EFL learners.

Future research should extend this analysis by examining a wider range of children's storybooks to provide broader comparisons of linguistic suitability for young EFL

learners. In addition, empirical classroom studies involving young readers are recommended to investigate how lexical characteristics, readability, and visual support influence vocabulary acquisition, reading comprehension, motivation, and engagement. Such studies would provide stronger evidence for selecting storybooks that effectively support English language learning in primary education.

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