

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions based on the previous chapter; findings and discussions, and suggestions for teacher and publisher in selecting appropriate reading text.

5.1 Conclusions

Based on the findings and discussion that the researcher has explained in the previous chapter, the researcher concludes:

1. Based on the readability analysis of recount, descriptive, report, and exposition texts in English textbook 'Buku Interaktif Active English, English for Senior High School Students for Grade X' published by Intan Pariwara in 2022, seven texts are classified as Standard level (26.92%), three texts are classified as Fairly Difficult level (11.53%), 11 texts are classified as Difficult level (42.30%), and five texts are classified as Very Difficult level (19.23%). Three texts out of 26 texts (11.53%) are suitable for the level of the students; one recount text with code T4, one report text with code T26, and one exposition text with code T34.
2. According to the results of questionnaire, the students' perceptions towards each category of recount, descriptive, report, and exposition texts are in Difficult level with the percentage of 50.20%. In addition, most of the students (64.8%) think that lack of vocabulary and lack of knowledge about the topic of the texts

are the biggest problem in comprehending a reading text. Meanwhile, the students (38.2%) think that having short sentences and simple structures in the reading text make them feel easy to comprehend the text.

In conclusion, the readability calculation results of recount, descriptive, report, and exposition texts in “*Buku Interaktif Active English, English for Senior High School Students for Grade X*” are difficult for tenth-grade students. It is in line with the result of questionnaire that most of the students feel those texts are difficult for them.

5.2 Suggestions

Since the findings of this study are obtained, the researcher purposes some suggestions for:

a. English Teachers

Finding reading materials that are appropriate for students' levels and needs is advised for English teachers. It is recommended that teachers utilize the readability formula to determine whether the readability level of the text is appropriate for the level of the students or not before delivering reading materials to the class. On the other hand, while choosing reading materials, it is advised that the teacher do not depend on the result of readability level, the teacher should know about the competencies of the students.

b. Book Authors

The textbook authors should consider the readability of the text in terms of vocabulary selection, sentence structure, the topic of the reading text, and length of the reading text because the textbook will be used in teaching and learning process. The authors should pay attention to students' needs in order to develop their skills and competencies, especially in English subject.

c. Other Researchers

The researcher advises to figure out the readability level of procedure and narrative texts since this study only focused on recount, descriptive, report, and exposition text. The future researcher can compare the readability level of reading texts in the textbook at the same level using different formula, such as Coh-Metrix RDL2, Flesch-Kincaid Grade Level, or other readability formulas, or conducting a similar study using other books from other publishers whether from government or private publisher. The researcher also advises paying more attention to how students and teacher perceive reading materials since they are the users of textbook.