

## CHAPTER V

### CONCLUSIONS and SUGGESTION

This section provides the findings' summation and recommendations. The research's conclusion stems from the outcomes and discourse in the prior section. Following the conclusion, the researcher explained forth recommendations pertinent to the discoveries.

#### 5.1 Conclusions

Upon evaluating the readability index of English reading material in the 2018 revised edition of the 12<sup>th</sup> grade *Bahasa Inggris Kurikulum 2013* textbook, issued by the Ministry of Education and Culture. Of the eighteen reading text, eight texts have been taken as sample and divided into four types of reading texts. Those are descriptive text, advertisement texts, news items text, and procedure texts.

The result of readability level for eight texts, there are 2 descriptive text from text 1, the result with meeting point on Fry Graph Diagram with 9<sup>th</sup> grade level. The result of second text with meeting point on 10<sup>th</sup> grade level. The result Advertisement text 1, meeting point on Fry Graph Diagram with 5<sup>th</sup> grade level. and the result of second text not have meeting point on Fry Graph Diagram. The result News Items 1, with meeting point on Fry Graph Diagram with 6<sup>th</sup> grade level. The result of second text did not have the meeting point on Fry Graph diagram. For the procedure text 1, the result with meeting point on Fry Graph Diagram with 7<sup>th</sup> grade level. The result of second text meeting point on Fry Graph Diagram with 7<sup>th</sup> grade level.

According to the Fry Graph Formula's outcome, the most readability texts attain a readability level akin to the 10<sup>th</sup> grade level, resembling the 12<sup>th</sup> grade to some extent. This outcome diverges from the textbook's optimal grade level for 12<sup>th</sup> graders, which ideally should fall within grades 11, 12, and 13. Therefore, following the Fry Graph Formula's assessment, it is evident that the texts are not accessible for senior high school students in the 12<sup>th</sup> grade.

## **5.2 Suggestions**

The researcher proposes several recommendations to the English teachers and fellow researcher.

### **5.2.1 For teachers**

1. Despite the fact that the study shows that the revised edition textbook for 12<sup>th</sup> grade students published by the Ministry of Education and Culture is at a moderate level of difficulty, it is important for teachers to remember that each student has a unique reading ability. Therefore, teachers should still facilitate students in comprehending the text as not all students will have the same level of understanding.
2. English teacher should know that the comprehensibility of texts is not the exclusive determinant influencing students' reading comprehension. Numerous additional components exert influence, encompassing the pedagogical strategies utilized in reading instruction, the implementation of lexicon enhancement techniques,

and the category of educational media employed. These variables assume an indispensable function in the text comprehension process and necessitate deliberate consideration and resolution to guarantee comprehensive backing for all students in realizing their maximum capabilities.

### **5.2.2 For writers and publishers**

Authors and publishers need to assess the appropriateness of the manuscript before it can be published. The 2013 Curriculum manual delineates various aspects that demand meticulous evaluation, including the pertinence of the manuscript's content to the specific geographical or social context of its use, the intricacy of lexical and syntactic constructs, the incorporation of concise texts, the diversity of themes or subjects within each section, and the format and arrangement conducive to reader engagement and the full appreciation of its contents. It is imperative that due deliberation be accorded to all such elements to create a text of utmost excellence capable of effectively engaging and instructing readers.

### **5.2.3 For further researches**

In the realm of publishing, it is imperative for authors and publishers to evaluate the appropriateness of the manuscript. The 2013 Curriculum manual outlines several factors necessitating thorough examination, such as the relevance of the social context in which it will be used, the complexity of lexical and syntactic structures, and a comprehensive understanding of its contents. It is essential to give careful consideration to all these elements to

produce a text of the highest quality, capable of effectively engaging and educating readers.

