

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

#### A. Conclusions

After analyzing the research data, the writer outlines the conclusions in this research, as follows:

1. From the findings, the writer found 20 reading materials divided into 9 genres, there are narrative text, descriptive text, procedure text, analytical exposition text, hortatory exposition text, recount text, report text, fiction text, and non-fiction text. The most dominant text in this textbook is exposition text, which is divided into analytical exposition and hortatory exposition.
2. Based on the data generated from calculating the level of lexical density using Ure's formula, 20 reading materials distributed throughout the textbook, there are 6 texts had lower lexical density, 12 texts had quite lexical density, and 2 texts had high lexical density. The criteria for quite and high lexical density had higher lexical items than the grammatical items in the text. Therefore, it can be concluded that there are 14 texts in this textbook which contain a lot of information, but it is difficult to understand compared to the 6 texts with low lexical density. The average number of lexical density in the reading materials is 53.02% and it is determined as the criteria of quite lexical density. That means, the information conveyed in the reading material in *Esensi Bahasa Inggris* textbooks is quite informative for students of grade 10<sup>th</sup> at senior high schools.
3. The distribution of lexical density in the reading materials in *Esensi Bahasa Inggris* textbooks is distributed unequally because the lexical density criteria are not the same in each unit. However, when observed the whole textbook, the quite lexical density criteria are the most dominating by appearing in 5 units, there are units 3, units 4, units 5, units 6, and units 7. That means, reading materials in *the Esensi Bahasa Inggris* textbooks have quite lexical density.

#### B. Implications

Based on this research, lexical density can be used to determine how informative a text is. Through this research, teachers can decide which textbooks are suitable for students based on the level of lexical density in the textbooks. Thus, the teacher can determine the appropriate method or strategy based on the level of difficulty of

students. In the *Esensi Bahasa Inggris* textbook for 10<sup>th</sup> grade for senior high school, it has quite lexical density criteria. That means, the reading materials in this text have sufficient information, not too high and not too low. Therefore, it is appropriate to be used as a reference book as a learning media for students. Thus, students can develop their understanding and ability to understand reading materials.

### **C. Recommendations**

Based on this research, the writer conveys several recommendations, as follows:

1. For English teachers

The English teacher should be able to determine the right textbook that is adjusted to the level and level of understanding of students. Therefore, to determine a good textbook, the teacher must check the level of lexical density of a book to be used. If the level of lexical density matches the student's ability, then the student's understanding of the reading materials in the textbook will be better.

2. For the Author and Publisher

The author and publisher should pay more attention to the difficulty level of the text to be published. The difficulty level of the text should be adjusted to the class level of the students, then the learning objectives will be achieved by the teacher and students.

3. For the Future Researchers

The writer hopes that this research will help future researchers in developing research with the same focus, namely lexical density. The future researchers can use different sources so that research on lexical density analysis can come from various sources.