

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

#### A. Conclusions

After analyzing the lexical density and readability of the eleven reading texts, the researcher can conclude this study as follows:

1. Based on the lexical density statistical results, from the eleven reading texts, there are 8 texts categorized as quite lexical density. These texts are Text 1, Text 2, Text 4, Text 5, Text 7, Text 8, Text 10, and Text 11. These eight texts have more lexical items than the grammatical items, so the score of lexical density is also high above 50%. While three others were classified as low lexical density because the score is less than 50% and the grammatical item is higher than the lexical item. It means the eight texts with high lexical density contain more information than three texts with low lexical density.
2. Based on the result of readability test by using Flesch Reading Ease Formula, from the eleven texts in the textbook there are 5 reading levels. One reading text (Text 6) with a range score of 90-100 is classified into a "Very Easy" reading level and appropriate for 5<sup>th</sup> grade students. One reading text (Text 10) with a score range of 80-89 is classified into "Easy" reading level and appropriate for 6<sup>th</sup> grade students. Three texts (Text 3, Text 5, and Text 9) with a range score of 70-79 are classified into "Fairly Easy" reading level and more appropriate for 7<sup>th</sup> grade students. Four texts (Text 2, Text 4, Text 7, and Text 8) with a range score of 50-59 are classified into "Fairly Difficult" reading level and these texts are readable and match for 11<sup>th</sup> grade students. Two texts (Text 1 and Text 11) with a range score of (30-49) are classified into "Difficult" reading level and more appropriate for college students.
3. The average lexical density score from the 11 texts is 51,68% and the average score on the readability test is

64,40 or in the standard level category. It can be said that the reading texts in this textbook is more appropriated for 8th-9th junior high school. For students, this can be a problem because the readability of the text is not suitable for them. There are some texts that are too easy for students in grade eleven and some texts are too difficult for them. Therefore, the role of the teacher is very important in determining the right strategy and method to help students comprehend the reading texts. Furthermore, the higher text levels do not always drive up lexical density scores. In general, lexical density and readability does not significantly change as text levels increased in this study's corpus.

## **B. Implications**

Based on research results and discussion, there are some implications for language teaching and learning. First, the findings of this research reveal that the reading passages in this English textbook are inappropriate for 11th grade students. Only four texts are appropriate for 11th graders. Second, the texts that have a difficulty level above 11th grade can still be used as a challenge for them in developing reading skills. Third, texts with low readability and lexical density scores can still be used, but as an alternative, the teacher can develop or look for other texts and analyze them with a lexical density and readability test to get the appropriate text.

## **C. Recommendations**

The researcher presents some recommendations according to this research as follow:

### **1. For the Author and Publisher**

The author and publisher must consider the entire package when constructing the English textbooks for grade 11. Besides following the 2013 curriculum and syllabus, it is also important to determine whether the reading material is suitable for the students' grade level before the book is published. Therefore, this research can be used by the author as a reference in finding the appropriate text for the students' grade level by measuring the lexical density and readability in the

English textbook, so that the learning goals are accomplished.

2. For the English Teacher

Although the results of this study indicate that the reading text in this English textbook is at a standard level and is more suitable for grades 8-9 junior high school, the teacher must still assist and facilitate students to comprehend the texts, because each student has different reading abilities. Furthermore, the researcher hopes that by using lexical density and readability tests, the teacher will be able to select the most appropriate texts for the teaching learning process.

3. For the Future Researcher

This research can be a reference for other researchers who also want to research about lexical density and readability, especially in English textbook. Future researchers can use the other English textbook from the government or other private publications with different classes and different modifications. So that people who are involved in the teaching field get more understanding in choosing English texts or learning materials.