

CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

A. Conclusion

After analyzing the readability level of english reading text in textbook *Bahasa Inggris SMA for Grade X Semester I* revised edition of 2017 published by the Ministry of Education and Culture, it can be concluded that there are sixteen texts in this textbook. The sixteen text are divided into five types of reading texts. Those are transactional texts, descriptive texts, announcement texts, recount texts and narrative texts. The five types of text are classified into short text because the less than 30 sentences. Based on the result of Cloze Test, Fry Graph and SMOG Formula, the highest readability level is transactional text. This text is in the independent category. Then lowest is announcement text, it is instructional category. The independent categories means that these texts can be generally understood by students and can be learned independently by students, while the instructional one indicates the texts can be understood but need the help of the teacher or other parties to guide students in comprehend it.

Moreover, the factors that influence the readability level of the text are internal and external factors. The most dominant internal factor that influence the readability level of the text is the number of difficult words and their density in one sentence and paragraph. The more difficult words with a lot of density, the more it will affect to the readability level. Whereas, the most dominant external factor that influence the readability level is respondent input. Furthermore, the closest results to the Cloze Test is the Fry Graph test results. Both instruments have almost the same readability results for each

text. The difference is only on the number of percentages for each readability level. This is quite different from the test results of the SMOG Formula which placed all texts in this textbook with the almost similar percentage of its readability level among the five types of text.

The last, the readability level of the reading text in this textbook is at the independence level or with a percentage of (63.4%). This means that the reading texts in this textbook can be studied independently by students even though there are some notes for some texts that are still at the instructional level.

B. Implication

The implications of the research results, firstly, the texts have been identified as independent level that can be used to teach reading for tenth grade students of senior high schools in Yogyakarta. Secondly, the texts that are categorized as the instructional level can still be used, but it must be facilitated with teacher's guidance or the texts should be corrected and revised to make sure the student reading competency is in accordance with the needs of high school class X students. Third, as an alternative, the teacher can find or develop other texts and analyze them with readability steps to get the appropriate text.

C. Recommendation

1. For teachers

- a) Although the average results of this study indicate that the revised edition textbook for the tenth grade students of senior high school in semester 1 published by the Ministry of Education and Culture is in medium level, the teacher still has to facilitate students in

understanding the text, because each student has different reading ability.

- b) As an English teacher should know that the readability is not the only factor that hinder students' reading comprehension. However, there are other factors such as reading teaching methods, vocabulary development practices and learning media.

2. For writers and publishers

It is important for writers and publishers to consider the suitability of the text that before being published. Moreover, under the 2013 Curriculum guide, there are many factors that must be re-investigated such as the relevance of the area or social geography where the book is used, vocabulary level, structural difficulty level, short texts, variation of the themes or topics in each section, as well as design and layout that attract readers to enjoy all the contents.

3. For further researches

To contribute to the improvement of students' reading skills, further research on readability level should be conducted with several developments, such as

- a) Try to use other ways to measure readability such as Readability check list and Raygor Formula with bigger amount of respondents to gain more accurate data.
- b) Consider the feasibility of the textbook politic,
- c) Find the specific readability formulas in English texts among Indonesian students.