

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

As the researcher mentioned before, the textbook selection for both Intensive Course and graded Reading subject are important since those subjects are compulsory at the English Department. Because of that, the textbooks should be readable for the students. It means that the textbooks have suitable structural difficulty (Nuttal, 2005 in Soebijanto, 2015). Dale and Chall (1949, in DuBay 2004), define readability as “the sum of the total of all those elements within a given piece of printed material that affect the success of a group of readers have with it.” How to measure the success is when the students understand the text, read the text at an optimal speed, and find the text interesting. By knowing the readability level of the texts, we will know whether the texts are suitable or not for the students. After analyzing and got the results, the researcher wanted to conclude it into three conclusions.

##### 5.1.1 The Readability Level of Reading Texts in *Life: Elementary*

There were 14 reading texts from *Life: Elementary* that had been analyzed by the researcher. They were classified into four themes: Science & Technology, Lifestyle, People, and History. The result of the research analysis concluded that from 14 reading texts which were analyzed, there were 10 reading texts' readability level that can be analyzed while there were 4 reading text which the level could not be identified because the meeting point of the texts' number of

sentences and number of syllables fall in shades area. The meeting point of the average sentences and syllables falls in the area grade level 7.

After the researcher got the result, she concluded that the reading texts in *Life: Elementary* are good, but they are too easy for Intensive Course students. There were some students came from different island in Indonesia with different ability of English too. However, we cannot always take that as the consideration of choosing appropriate textbook. Moreover, we can see that the readability level of reading texts in *Issues for Today* is in grade 11. The gap between grade level 7 to grade level 11 is quite far, so it is better to upgrade the level of the textbook which is used for Intensive Course subject (See page 38).

### **5.1.2 The Readability Level of Reading Texts in *Issues for Today***

From *Issues for Today* there were 6 reading texts that had been analyzed by the researcher. They were clasified into four themes: Science & Technology, Lifestyle, People, and History. The result of the research analysis concluded that from 6 reading texts which were analyzed, all reading texts' level can be identified. The meeting point of the average sentences and syllables falls in the area grade level 11. The result of the finding states *Issues for Today* is suitable for 2<sup>nd</sup> semester students in Widya Mandala English Department.

### **5.1.3 The Readability Level of Reading Texts in *Life: Elementary* and *Issues for Today***

The readability level result of reading texts in *Life: Elementary*, the researcher analyzed 14 reading texts using Fry Readability Formula. From 14 reading texts which were analyzed, there were 10 reading texts' readability level that can be analyzed while there were 4 reading text which the level cannot be identified because the meeting point of the texts' number of sentences and number of syllables fall in shades area. For *Issues for Today* the researcher analyzed 6 reading texts using Fry Readability Formula. From 6 reading texts which were analyzed, all reading texts' level can be identified.

The average readability level of reading passages from *Life: Elementary* is 7 which is as the same as 1<sup>st</sup> grade of Junior High School while the average readability level of reading passages from *Issues for Today* is 11 which is as the same as 2<sup>nd</sup> grade of Senior High School. As the result, the researcher concluded that it is better to upgrade the level of the textbook for Intensive Course. On the other side, *Issues for Today* is suitable for 2<sup>nd</sup> semester students in this English Department.

## **5.2 Suggestions**

### **5.2.1 Suggestion for Intensive Course Coordinator**

As the researcher got the result of the readability texts in *Life: Elementary*, she concluded that the textbook is good but it's too easy for Intensive Course students. Regarding to the result of the readability level of reading texts in *Issues*

*for Today* which is in grade 11, the gap between grade level 7 to grade level 11 is quite far. With the result of that, it is better to upgrade the level of the textbook.

As an additional suggestion, the lecturers can use Fry Readability Formula & Graph to analyze the textbook. The formula is simple without sacrificing the accuracy and the most important thing is that the formula can be used to measure readability of ESL students and select material appropriate to the reading level of ESL students.

### **5.2.2 Suggestion for Reading Coordinator**

The researcher's study concluded that *Issues for Today* is suitable to be used for the 2<sup>nd</sup> semester students at the English Department of Widya mandala Catholic University. Thus, the researcher suggests the Reading coordinator to continue the use of *Issues for Today* for the 2<sup>nd</sup> semester students.

### **5.2.3 Suggestion for the Next Researcher**

In a learning process, the materials should be good enough to support the education. The materials can influence the level of success or achievement of the students in learning. The most important materials needed is a textbook and it should be readable for the students. For the next researcher, the researcher suggests to conduct the other readability studies of reading texts from different textbook to know the readability level of the reading texts using two or more readability formulas. To be more specific, the researcher suggest to conduct the readability studies using readability

formulas which can be used to measure reading difficulty for ESL students according to study which was conducted by Hamsik (in Ulusoy, 2006).

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