

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion. In the conclusion part, it contains the summary of the findings in the previous chapter. The other part contains the suggestion for the use of “Bahasa Inggris” course book and recommendation for further research.

#### **5.1 Conclusion**

Language and content aspects of the course book should be well considered for whom choosing it for teaching. Language and content of the reading passages in the course book affect the readability level. Listianingsih and Harjanto (2013:154) state that reading passages should have language readability levels suiting to students’ grade levels. Reading passages as the reading material in the course book should suit to the students’ level. Indeed, it is very important for the teacher to know the content quality of the book used in her/his teaching. Therefore, the researcher wants to analyze the readability level of “Bahasa Inggris” course book for tenth grade of Vocational School.

In this study, the reading passages were measured using Fry Graph Formula. Dupuis and Askov (1982:237) state that Fry Graph formula uses only sentence length (in words) and word length (in syllables) to measure reading difficulty. Five (5) reading passages in “Bahasa Inggris” course book were analyzed using this formula. Those passages show different readability level. Overall, the

readability level of reading passages in “Bahasa Inggris” course book is on grade tenth of native English students. According to Hamsik (1984) and Greenfield (1999) studies as cited in Listianingsih and Harjanto (2013), readability level for native English student which were obtained from Flesch-kincaid formula or Fry Graph formula can be directly converted for EFL students. This means that the readability level of reading passages in “Bahasa Inggris” course book is on grade tenth of native English students and EFL students using this course book. In conclusion, “Bahasa Inggris” course book can be readable in terms of language for both tenth grade of native English students and EFL students especially Vocational school using this course book in Indonesia.

## **5.2 Suggestions**

Based on the result of this study, the suggestions are addressed to the English teacher especially for those who teach English in Vocational School and to future researcher who is interested to analyze the readability level.

### **5.2.1 Suggestions for English Teachers**

The result of this study shows that “Bahasa Inggris” course book is still readable for tenth grade of EFL students especially Vocational School in Indonesia. Although this course book is readable for grade 10<sup>th</sup> in terms of language, but it could be better for the English teachers to supplement it with other readable passages in terms of the suitable topic which is familiar to the student’s daily life and relate to each vocational student’s department in the school.

### **5.2.2 Suggestion for Future researcher**

Since analyzing readability level of reading passages is important, the future researcher is hoped to conduct the study in assessing readability level from different course book using different readability formulas. Furthermore, the future research might analyze the readability level in “Bahasa Inggris” course book and compare it with two or more readability formulas to find out more detail information. It is also expected that the future researcher is able to analyze other linguistic factors of readability such as sentence structure and relationship of the sentences and words. Moreover, the future researcher is hoped to analyze another factors of readability such as reader’s factors which consists of reader’s information, background, and interest.

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