

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the lexical density of the English reading texts in the textbook for junior high school grade ninth, conclusions are drawn as;

1. *English in Focus* textbook contained three genre namely procedure texts, report texts and narration texts which have respectively different result of lexical density. The lexical density of procedure texts are 5.90, 5.08, 5.5, and 4.69, report texts are 5.92, 4.22, 4.06, and 3.64 and narration texts are 2.92 and 2.90. The score showed that the lexical density of eleven reading texts on *English in Focus* textbook for ninth grade of junior high school is categorized medium based on the Halliday's theory. It means that the texts are not difficult, easy to understand and suitable for ninth grade students of junior high school.
2. The highest lexical density among eleven reading texts that written in three genres (procedure, report, and narration) are found in reading texts 4 of report text entitled "The Chinese Influence in Indonesian Visual Art" (5.92) because of the higher number of lexical items, few clauses and more vocabularies of words in the text and the text is categorized medium to comprehend based on Halliday's theory.
3. Report text has the highest lexical density because of the high proportion of lexical items in the text. Moreover, it also because of the characteristic, generic structure, language features and the style of

writing in which to write a report text needs general definition and classification of each subject that intend to write and needs more lexical items in giving an explanation about a general subject.

B. Suggestions

Based on the conclusion to the findings pointed above, the following suggestions are needed to be considered in conducting the related research.

1. For English teachers, they can apply the result of this study as feedback on their teaching activities to choose the appropriate learning sources and teaching materials to teach and explain the genre of text. It is to fulfill the aim, the ability level of the students and their needs because each genre of text has different level of lexical density so it certainly has different teaching materials so that the students feel attracted to study.
2. For the textbook authors, they can use this study to present the next textbook with balance composition between lexical items and grammatical items of lexical density in order the students can understand about the reading texts.
3. For the students, the result of this study can be helpful for them to comprehend the content of the textbook in the reading texts and get the knowledge of the textbook by understanding the lexical items and the characteristic of the genre of texts.