

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion

After analyzed the data and elaborated the findings, conclusions were drawn as the following:

1. Lexical Density level as follows: Text 1 was 0.38. Text 2 was 0.45. Text 3 was 0.37. Text 4 was 0.44. Text 5 was 0.46. Text 6 was 0.32. Text 7 was 0.38. Text 8 was 0.47. Lexical density level of texts was equal.

2. The distribution of lexical density in reading text in *Bahasa Inggris* textbook as follows: Text 1 within title “ How to Make Orange Juice” was 0.38. Text 2 entitle “ How to plant Jasmine “ was 0.45. Text 3 entitle “ How to Mkae Cheese Toast” was 0.37. Text 4 entitle “ How to Make a Pizza” was 0.44. Text 5 entitle “ Earthquakes “ was 0.46. Text 6 entitle“ The Last “ was 0.32. Text 7 entitle "Life and Times of Ki Hajar Dewantara” was 0.38. Text 8 entitle “ Global Warming” was 0.47.

3. Reading texts in the *bahasa inggris* textbook had different genre in each text but it didn't influence lexical density of the text because the influencing of the high and low lexical density in the text were the three point of experiential mode namely action, reconstraction, and generalization. Action in the text if the text which contains about the doing activities such as procedure text. And

generalization in the text if the text which contains about describe something details. If the texts showed that texts had more action point than the generalization point, so the text was categorized to the lower lexical density while if the texts showed that texts had more generalization point than the action point, so the text was categorized to the high lexical density. In this study, showed that the highest of lexical density level was 0.47 entitle “ global warming” which the text describe something details and the position of the text in the experiential mode was generalization.



B. Suggestions

In relation to the conclusions, suggestions are staged as the following

1. It is suggested that English textbook should be appropriate to the ability level of the student's needs because each text had different level of lexical density so it certainly has different teaching materials so that the students will be felt attracted to study.
2. It is also suggested that textbook composition has balances between content carrying lexical items and non-content carrying lexical items of lexical density, in order the students can understand about the reading texts.
3. It is also advised the English materials that is given to students contain particularly those of balanced types as they are not too easy nor difficult for the students to learn.

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