CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Indeed, the result showed that the lexical density text had a very strong correlation between the reading comprehension test with low lexical density and the reading comprehension test with high lexical density towards Reading of TOEFL simultaneously with coefficient multiple correlations of $R = 0.816$. Since the correlation between the reading comprehension of low lexical density and the reading comprehension section of the TOEFL ($r = 0.772$, coefficient of determinant, $r2: 0.595$) was significantly not different from the correlation between reading comprehension of HLD and the reading comprehension section of the TOEFL ($r = 0.770$, coefficient determinant, $r2 = 0.592$), it was concluded that lexical density was not the only factor which affects the difficulty levels of the text. It contributes only around 59% to the difficulty level of a text.

B. Suggestions

Based on the conclusion that has been displayed above, the researcher proposes some suggestions below:

1. Lexical density contributes up to 59% to the difficulty level of text. While The lexical items refer to nouns, verbs, adverbs, and adjectives. Based on the finding of this research it is suggested that in studying vocabulary, if the students want to increase their comprehension up to 59% better than

before, they should not limit their attempts to learn the meaning of the noun, verb, adverb only, but they should also study their functions and their morphological process of changing verb into a noun, adjective into a verb, etc.

2. This research was designed in correlative design meaning that the result of the data analysis is limited to correlational without knowing how much the lexical density causally affects the reading text difficulty, therefore it is suggested that further research with the lexical density with experimental design is suggested.