

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

From analyzing the data based the reading texts in the "Bahasa Inggris: Work In Progress" textbook using the Flesch Reading Ease Formula, the researcher discovered that the majority of these texts are not readable for tenth-grade students in senior high school. Specifically, the findings revealed that out of the fifteen reading texts, one was categorized as Very Easy, the score of this text is 94.15 and is intended to be read by 5th-grade students. One as Easy, the score of this text is 88,03 and is intended to be read by 6th-grade students. One as Fairly Easy, the score of this text is 72,2 and is intended to be read by 7th-grade students, three as Standard with score of these texts are 69,8, 69,235 and 66,235, intended to be read by 8th – 9th grade students. Three as Fairly Difficult with the score of these text are 60,43, 55,438 and 52 intended to be read by 10th – 12th grade students, and six as Difficult with the score of this text are 50,635, 46,6, 45,6, 42,1, 31,435 and 31,4 intended to be read by college students.. This indicates that only three out of the fifteen texts are suitable for tenth-grade students, falling under the Fairly Difficult level of readability.

#### 5.2 Suggestions

From the conclusion above, the researcher would like to give suggestions for:

##### 1. Teachers

The researcher suggests that teachers, especially English teachers, should assess the readability level of reading texts in the textbooks they use before

implementing them in the classroom. It is essential not to take for granted the assumption that all reading texts in the textbook are suitable for students' reading levels.

## 2. Students

The researcher suggests that students work on improving their reading skills by focusing on several key areas. Firstly, students should aim to draw conclusions from what they read, which involves understanding the main ideas and themes of the text. Secondly, they should work on enriching their vocabulary to better comprehend the nuances and details within the reading material. Lastly, students should focus on comprehending tenses and grammar in English, as this will help them understand the structure and meaning of sentences more effectively.

## 3. Researchers

The researcher hopes that this study can serve as a foundational reference for other researchers interested in exploring the readability of reading texts, particularly within English textbooks. Understanding the readability of reading texts in school textbooks is crucial for assessing students' comprehension levels. The researcher recommends that future studies focus on examining the readability levels of reading texts in textbooks published by the Ministry of Education and Culture, as well as those from other publishers, across various grades and subjects. This comprehensive approach can provide valuable insights into the effectiveness of reading materials used in educational settings.