CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

As it has been mentioned in chapter I, the questions should be answered by the research are: 1) how the lexical density in English live textbook for the tenth grade student's of Senior High School. 2) What type of the text has the highest lexical density? Related to the research questions the researcher analyzed the data by employing Halliday's formula of the ten reading texts. After analyzing and interpreting the data of ten reading texts by Halliday's formula, the researcher found that the lexical density in English Alive textbook is varied. There is 1 text classified into high categories which is *Installing graphic acceleration card,* which can be predicted to be difficult to understand by the students. Then, there are 6 texts which are classified into medium categories based on Halliday's theory, they are *Ken's Holiday, The Legend of Jambi, How to Make a Satay with peanut sauce, Good Guy, Prambanan Temple and Quake Victims play waiting game* and those texts can be predicted as suitable texts for students. And the last there are 3 texts which are classified into lower categories, it is *How Could I Hide my Face, Spectrapolish: Rose the Loving fairy and Gold Tumbles to more than 2 months low as risk grows,* those texts can be predicted to be easier to understand.

The highest lexical density among ten reading texts that is written in five enres (narrative, recount, procedure, descriptive and news item) is found in

procedure texts entitled "Installing Graphic Acceleration Caerd" with percentage 62.86 % and this text is categorized as difficult to understand based on Halliday's theory.

B. SUGGESTIONS

Based on the conclusion above, there are some suggestions which can be used as consideration:

1. For English Teachers, they must be careful in selecting appropriate learning sources or materials to teach and explain the genre to their students. Teachers should also understand how to measure the lexical density of a text so they can decide the appropriate material for their students. Its purpose 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 are attracted to study.

2. For textbook writers, they should consider how the lexical density of the texts should be made for students. They must present textbook with appropriate composition between lexical items and grammatical items of reading texts. Because an easy text is formed with more grammatical items than lexical items while a difficult text is formed with more lexical items than grammatical items.