

## CHAPTER V CONCLUSIONS AND SUGGESTIONS

### A. Conclusions

This study was aimed to measure the readability level of reading materials of the chosen English textbook entitled “Interactive English” for the ninth grade students in academic year 2017/2018 of SMP Swasta Nasrani 1 Medan by using SMOG Grading Formula. There were 22 texts which fulfilled the requirement of the SMOG Grading formula to be measured consisted of 3 genres. So these ones were the data to be analyzed.

After the data had been analyzed, then the result indicated that the readability level were various between 6th grade of elementary level until 12th grade of senior high school level. 77% of whole texts in this book were appropriate for the ninth grade students, meanwhile 23% of the rest were inappropriate to be read by students in ninth grade level. Based on the formula, those appropriate texts consisted of 8 texts for the ninth grade (maximum appropriate), 7 texts for the eighth grade and 2 for the tenth grade. While there were 5 texts out of the appropriateness level consisted of 3 texts for the 6th grade of elementary level, 1 for the eleventh and 1 for the twelfth grade of high school level. They were inappropriate for the ninth grade students due to their level of readability whether they were too understandable or too difficult.

This fact showed that most of the reading materials were actually appropriate to be read by the ninth grade students although there were still a few text showed inappropriate level.

## B. Suggestions

Based on conclusion above, the suggestion can be given for English teacher, other researcher and student as follow.

### 1. For English Teacher

He/she should know about the readability of the textbook which will be chosen for the students. By knowing this, the teacher can decide whether the textbook is readable and understandable. It is better if he/she knows how to measure the readability of reading materials in English textbook in order he/she can determine the readability level of reading materials in certain English textbook he/she wants to choose. It is important because the information about readability level of textbook is not available inside the book. So, if teacher does not know how to measure the readability of textbook, he/she will be mistaken to choose the appropriate textbook for the students. It will make the students feel boring when learning English in the classroom.

### 2. For Other Researcher

There are many kinds of English textbook for each grade. It is suggested for the other researcher to conduct research about measuring readability level of reading materials in different grade level to enlarge the information of readability level of each English textbooks in each grades. Besides, it is expected for the researcher to conduct a similar study by applying a different

theory or formula if he/she conduct it in the same grade. Because SMOG Grade Formula is already used for the readability study in ninth grade of junior high school.

### 3. For Student

He/she should know about what the meaning of polysyllabic words (more than 3 syllables) are such as, *commercials*, *advertisement*, *encouragement* and *controversially*. So he/she can also understand about the meaning of each text which exists in the textbook because there are some texts which have more polysyllabic words based on the research finding.

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