CHAPTER VI
CONCLUSION AND SUGGESTION

There are mainly three parts that will be discussed in this chapter. They are conclusion of the research, implications from the research findings, and suggestion from the researcher to the related parties based on the research that has been implemented.

A. Conclusion

The problem of this study is tries to observe the readability level of reading text in the English textbook entitled *"Forward an English (Course for Vocational School Students Grade XI)"*. Based on the statistical by using Flesch ease scale formula, from 13 reading texts in the textbook, the data will explain as follows:

1. Seven reading texts (54%) in a range score 60 − 70 classified into "Standard" reading level,

2. Three reading texts (23%) in a range 50 − 60 classified into "Fairly difficult" reading level,

3. One reading text (8%) in a range 30 − 50 classified into "Difficult" reading level, and

4. Two reading texts (15%) in a range 0 − 30 classified into "Very difficult" reading level.

Besides, the readability level of reading text by using Flesch Kincaid Grade formula shows that:

1.   There were 7 text (54%) have low readability level

2. Two texts (15%) have high readability for the Vocational School in a grade XI.

3. There were 4 reading text (31%) are suitable for Vocational School in a grade XI.

    4. Based on the two formulas used, it shows similar results of the reading texts readability. In other words, the range of the difference is not too far. If it is a bit different, it is caused by the different standards or criteria used in both formulas. The calculating result of the readability level of reading text indicates that there are many texts are too easy for Vocational school in a grade XI. The reading materials of this textbook are easy but less challenging and the texts are not appropriate for them in term of the content that discussed in the texts. On the other hand, there are also about two reading texts which are too high and becomes too difficult for the students to understand in term of the material, vocabulary, and structure used. This factor becomes a problem for the students if the readability of the text were not suitable for them. Students will be less interested in reading and afraid to learn English if the material too easy or too difficult. It will not develop and increase them in the reading material. In fact, students still difficult to understand the texts on the textbook because there are other factors outside the readability text that make students still face the difficulties in comprehending reading text. The teachers have to be creative in teaching reading if the materials are not suitable or readable for students. However,

there are three upto four reading texts that belong to suitable texts for the eleventh graders of Vocational School because of its content, vocabularies, and structures are not too difficult or too easy for them.

B. Implications

On the basis of research findings and discussion, there are some implications that can be drawn, those are:

1. The reading texts from the textbook are not appropriate and readable for the target students in XI grade. The grade level of the texts indicates that the text have not the right readability level for the target students to help them to improve their reading comprehension.

2. There are high correlation between readability level measured by the readability formula by using Flesch reading ease scale and Flesch Kincaid grade formula to know the readability level of the text.

C. Suggestion

Finding the readability level of English language textbook is very important especially for the teachers or the school, textbook writers or publisher, students, and other researcher. Therefore, the researcher would like to offer some suggestions. For English teachers, they should analyze the texts readability before selecting a textbook or applying the textbook in the classroom. They are also could predict and ensure reading material were appropriate for the students reading level. From this study, the researcher hopes that the teacher or the school will understand the importance of the readability

of the reading text that they give to the students. All teachers are teachers of reading, all teachers must also encourage and model the habit of lifelong reading and learning (Nurhayati, 2019). If the reading material text is match with the student's level, they will be motivated to read the text so that the reading comprehension can be achieved. Besides, Classroom reading activities will be interesting with various reading material. So, the reading text message and the information will not be reached well.

For the textbook writer, they must be concern the readability level of reading materials of the reading materials in the textbook that they write. They should match and conceptualize the readability level of the reading materials to target students. While for the publisher they may be pay attention and consider the suitability to the texts that will be learnt by the students. Therefore, the textbook that given or publish to the school or students will appropriate based on the level of the students grade.

For the students, they should understand and enrich their English vocabulary. The students should be diligent in learning and reading English textbook in order to practice and increase their reading ability. So, they can understand and can analyze the reading textbook that suitable or not for them. For the other researchers, they must know that the knowledge of readability level of reading materials that match for the students' proficiency level is very important. However the study about this matter is still rare. The researcher wishes there will be further research to continue the analysis about readability aspects of reading text by using another formula and another book that used by some school to know that the book are suitable to apply or not.

The readability scores cannot be used as the only measurement of the reading materials difficulty in English language classroom. It is important to compare them with students understanding to support the validity of readability formula's predicting the difficulty level of reading materials for the EFL classroom. The other factors that affect the students' comprehension such as students background knowledge, motivation and interest also can be used as discussion for further research. Besides, it is also possible to use another readability formula to find the readability level of some textbook.