

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter contains conclusions from this research, implications and suggestions to some related people.

A. Conclusions

This research examined the lexical density (Ure, 1971) and readability (Flesch, 1948) of 10 reading texts grade 12th under K-13 curriculum and 14 reading texts under Merdeka Curriculum. The results indicate that in grade 12th under the K-13 curriculum textbook has an average lexical density value of 48% or rounded to which is in the not dense category. Meanwhile, the grade 12th under the Merdeka curriculum textbook has an average lexical density value of 51,5% or rounded up to which is in the less dense category. A text with less lexical terms will include less information than a document with less grammatical words. In grade 12th, under the K-13 curriculum textbook has an average readability score of 53.513% or in the Fairly Difficult category. For grade 12th students, it is estimated that they can understand the text because this text is more suitable for 10th -12th grade students. Meanwhile, the grade 12th textbook under Merdeka curriculum generally has an average readability score of 53.729% or in the fairly difficult category. For grade 12th students, it is expected that they can understand the texts as these texts are more appropriate for 10th-12th grade students. So both reading text in English textbook grade 12th under K-13 curriculum and Merdeka curriculum are both in the moderately dense and informative category, For grade 12th students, it is estimated that they can understand the text because this text is more suitable for students in grades 10th -12th. However, before publishing the book, the author and publishers have to examine each of the textbook's components, especially the reading text's suitability with the student's level of knowledge. Furthermore, teachers

have to constantly assist and support students in absorbing and understanding reading texts, regardless of the texts are inappropriate for the students' grade level, because every student has distinct abilities. Others who intend to investigate the same subject may utilize this research as a source of information. As well as other types of books to alter it. So that educational professionals know more about how to select the appropriate reading text.

B. Implications

Based on the results of the research and discussion, there are several implications for teaching and learning English, especially in reading skills. First, the findings of this study reveal that there are 9 texts that are not suitable and only 1 texts that are suitable for grade 12th in the reading text section under K-13 curriculum English textbook. A total of 4 texts in the procedure text type which are included in the standart category. All the texts are suitable for grade 8th -9th junior high school. So 12th grade high school students are expected to be able to understand these texts quite easily. While in the news item text type there are 4 texts which are at the difficult level. These texts are more recommended for university students. Grade 12th high school students are expected to find it difficult to understand these texts, but it is also challenging for them. Next is the personal letter type, which consists of 1 text which is at the difficult level. This text is more recommended for university students. And descriptive text consisting of 1 text which is included in the fairly easy category. This text is suitable for grade 7th elementary school. Grade 12^h high school students should already be able to understand this text.

While in the Merdeka curriculum grade 12th English textbook there are 9 texts that are not suitable for grade 12th students and there are 7 texts that are suitable for

grade 12th A total of 3 texts in the narrative text which are at the standard level. These texts were more suggested for students in grades 8th -9th . Grade 12th students should be able to understand this text. Next is hortatory exposition, a total of 4 texts in this type which are that this text type is in the difficult level. These texts are more recommended for university students. Grade 12th high school students are expected to find it difficult to understand these texts, but also challenging for them.

Second, materials with challenges in excess of grade 12 may continue to be implemented for challenging students as they improve their reading skills. Third, texts with low readability and lexical density values are still usable, however, teachers may produce or select different texts and assess them using lexical density and readability tests to determine appropriate texts.

C. Recommendations

The researcher presents some recommendations according to this research as follow:

1. For Authors and Publishers

Authors and publishers ought to take into consideration all aspects of English, particularly reading skills. In creating English textbooks for grade 12 in accordance with the curriculum to be used. It is additionally critical to assess that the reading material is appropriate for the students grade level before the book is published. As a result, writers may utilize this study as an indicator to locate texts suited for students' grade levels by measuring lexical density and readability in English textbooks, ensuring that learning objectives are achieved.

2. For English Teachers

Since the findings of this study indicate that reading texts in grade 12th English textbooks under the K-13 curriculum and Merdeka curriculum are at the same level of readability, that is standard and appropriate for grades 10th -12th , teachers have to help in assisting students in comprehending reading texts, since every students have different skills in reading. Additionally, the researcher thinks that lexical density and readability examinations will help teachers select the best material throughout the teaching and learning process.

3. For the Further Researcher

This study may be used as a reference to other researchers who need to investigate lexical density and readability, particularly in English textbooks. Researchers may additionally employ additional English textbooks from the government or private publishing, with different classes and alterations. So that people in the educational area develop a better knowledge in obtaining English books or materials for learning.