

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

There are mainly two parts that will be discussed in this chapter. They are conclusions of the research and suggestions from the researcher to the related parties based on the research that has been implemented. Below is a further explanation about those parts.

5.1 Conclusion

Based on the research findings and the interpretation of the data in the previous chapter, conclusions can be drawn from the research.

The readability level of the three explanation texts from the textbook is various. The texts were measured with Flesch Reading Ease Readability Formula, where text 1 is Fairly Difficult, text 2 is Standard/average and text 3 is Difficult. According to Flesch (1948), the Fairly Difficult level means appropriate for tenth and eleventh graders, Standard/average means appropriate for eighth and ninth graders and Difficult means appropriate for twelfth graders. Therefore, according to Flesch Reading Ease Readability Formula, the only ideal text for eleventh graders is text 1.

According to the researcher's notes and survey, the teacher always used the Marina et al. (2015) HOTS teaching strategies. The HOTS teaching reading strategies did make the students have big marks in reading, precisely in this context is reading explanation text. This claim is backed up with their Independent Level cloze test score in various text levels. Independent Level (above 80%) means that they can read all the three texts with different levels of readability autonomously (Leslie & Cladwell, 2011: 22-23). Further, according to the results of the questionnaire, most of the students also asserted that these strategies triggered their critical thinking.

5.2 Implication of the study

Based on the research findings and discussion, some implications can be drawn. One text out of three from the “Bahasa Inggris” for eleventh graders textbook as explanation text’s reading materials is appropriate and readable for the eleventh graders. The grade level of the other two texts is one higher, and two grades below the right readability target level measured using the Flesch Reading Ease readability formula.

The second point is that the English teacher implemented the Marina et al. (2015) HOTS teaching reading strategies in her classes during teaching explanation text. Implementing this teaching strategy has helped the students achieved big marks on explanation texts with different readability levels.

5.3 Limitation of The Study

This study was conducted in eleventh-grade classes, only using the “Bahasa Inggris” textbook for eleventh grade and eleventh graders as the participants and sources of data. Further, this study only analyzed the teacher's materials during the research period. Hence, the researcher did not analyze all the readability levels of the texts inside the book and other genres of text. The researcher only analyzed the readability of three explanation texts since, at the time, the teacher used the texts in teaching explanation texts. This limitation was also affecting the implementation of the HOTS teaching reading strategies. The teaching strategies were only implemented to teach one type of text to one grade.

5.4 Recommendation

Based on the research findings, some suggestions are recommended. First, it is strongly recommended that teachers understand the readability level of reading materials and know whether the reading materials given to their students are appropriate. Teachers should evaluate the students' reading materials to match their proficiency level. Reading materials' appropriateness can help the students to improve their reading competence. Language teachers should employ the HOTS teaching model to make the students think critically. The Indonesian Ministry of Education, Culture, Research, and Technology has urged teachers to develop HOTS teaching and learning models. The second recommendation would be to textbook writers. Textbook writers should be more concerned about the readability level of the reading materials in the textbooks that they write. They should match the readability level of the reading materials to the target students. It is better if the writers can provide information about the readability level of each text in the textbooks. Writers can also test the texts inside the textbook on various students before publishing it. Lastly, the knowledge about reading materials' readability level that matches students' proficiency is important, but teaching students with HOTS strategies is more important. However, study about

this matter in Indonesia is still rarely studied. It is strongly recommended that other researchers conduct similar studies to enhance the knowledge about this proposition. The researcher also encourages this teaching reading strategies to be tested in teaching another type of texts in different grades.