CHAPTER V
CLOSING

A. Conclusion

Based on the research finding perviously, the conclusion can be drawn as follows:

Through flesch reading ease formula, the readability score for 1 of 15 texts is clasified into difficult level, 2 of 15 texts wich clasified into standard level, 4 texts are clasified into fairly easy level, 6 texts are clasified into easy level and 2 texts are clasified into very easy level. Moreover, according to students' answer to cloze procedur test, whole texts gains score over 53% and clasified into independent level. The text number 10 has the lowest score of three text, it gains 81.83%. While from the data, the text number 2 gains the highest score readability its score 89.92%.

According to the part of speech classifiying, the most frequent part of speech are: *verb, noun, adverb, adjective, pronoun, preposition,* and *conjunction*. Thus, some of part of speech chategory still can not be show the spesific data of the thendency readability in each part of speech chategory. Because some words has the highest frequent while other not.

B. Suggestion

1. For the School

The school should help the teachers in providing teaching materials by sellecting English textbooks for all students that appropriate with students' need and level.

2. For Other Researcher

This research is not the first research conducted of readability's textbook. Other researchers have already done about this topic. Although, some of them are only measure the readability score and classified it into level and indext number. However, this study also has any mistaken. Other researchers are suggesed to cunduct the study about the readability of English textbook and find out other component in reading text that has not been measured.