CHAPTER VI

CLOSURE

This last chapter would mainly presents the conclusion and the suggestions of the thesis. The analysis in this chapter will be concluded and finally the writer will attempt to suggest some important matters concerning to the discussion of this thesis. These suggestions are considered to be important for every one especially teacher, choosing English textbook that applied.

A. Conclusion

Based on the research analyzed all the reading questions in the English textbook entitled BahasaInggris. The writer was analyzed what level of reading skills found in reading text at the textbook of MAN Model of Palangka Raya by title BahasaInggris by the author BachtiarBima M &CicikKurniawati. Answered based on the result of data analysis from gained theory of reading skills. After conducting and analysing the data, the writer draws some conclusions as follows:

In the textbook there are three levels of reading. They are Literal, Interpretative and Critical. For more explanation as follows

Literal is following basic meaning: adhering strictly and concisely to the basic meaning of a word or text. Literacy is the ability to read and write, illiteracy is usually caused by not having had the opportunity to learn these
concepts. And the result of analysis there are 69% of literal questions from 314 questions.

Interpretative reading is the art of reading aloud, with expression, a prose selection of the reader’s choice. Its purpose is to promote an interest in reading for pleasure, to encourage parental participation in a reading-related activity, and to offer children the experience of interpretative oral reading. And the result of analysis there are 23% of interpretative questions from 314 questions.

Critical reading means that a reader applies certain processes, models, questions, and theories that result in enchanted clarity and comprehension. There is more involved, both in effort and understanding, in a critical reading than in more “skimming” of the text. In spite of the wide range of reading material specially written or adapted for English Language purpose, there is as yet no comprehensive systematic program which has been constructed from a detailed analysis of the skills required for efficient reading. And the result of analysis there are 8% of critical questions from 314 questions.

B. Suggestions

Based on the research finding at this chapter, it is necessary to give valuable suggestions for the teachers, the authors and also for the other researchers. These suggestions hopefully will become consideration for them in order to improve the quality of English textbook course.

1. Suggestion for the teachers
The writer has some valuable suggestions, especially for the teacher who have competence or specialization of reading course. The teacher should selective in choosing textbook especially in reading text; it means the course book should be relevant to the students’ level. In order to makes the students enjoy to read, easy for them to understand about the text.

2. Suggestion for the Authors

The authors before going to write course book, consider about the level of the students, it should appropriate with the theories, and then about vocabulary, structural, relevancy to the area or social geography and long of text it also important factors for the authors to consider. It will influence the students interest.

3. Suggestions for the next researchers

The writer also hopes that the next researcher will continue this research by conducting the further analyses withe different object of analysis such as (suitability, exploitability and presentation. Because it will give contribution and evaluation for all academic people.
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