

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The previous chapter has presented the analysis and the discussion towards the finding related to social purposes, schematic structures and linguistic features of Biographical Recount texts in two English textbooks and the comparison of both textbooks. Then, this chapter provides the conclusion of the study and offers some recommendation for further study, in which the brief description of some underlying aspects—background, aims, main finding, and conclusion are presented in the conclusion section, and the recommendation or some suggestions for the further study of transitivity analysis of Biographical Recount texts are presented in the recommendation section.

5.1 Conclusions

This study focuses on the investigation of Biographical Recount texts in two English textbooks using transitivity analysis. It aims at investigating the Biographical Recount texts on the English textbooks, *Pathway to English for Senior High School Grade X General Program* and *Bahasa Inggris: Untuk SMA-MA/SMK Kelas X* in achieving the criteria of a good Biographical Recount text in terms of its schematic structure purpose and linguistic features. Moreover, it also aims at identifying to what extent are the prescribed textbooks in Indonesia Senior High Schools relevant to be used as sources for teaching and learning English.

The finding of this study shows that all of Biographical Recount text samples in *Pathway to English for Senior High School Grade X General Program* and *Bahasa Inggris: Untuk SMA-MA/SMK Kelas X* textbooks are suitable to be used as sources for teaching and learning Biographical Recount. Those sample texts were successfully achieving the purposes of Biographical Recount texts. In addition, in terms of schematic structure, those sample texts completely achieved the criteria of Biographical Recount texts, though there are some distinctions of schematic structure in the texts from *Pathway to English for Senior High School Grade X General Program* which notably makes the text seem unclear.

Moreover, in terms of linguistic features, all of Biographical Recount text samples in both textbooks are also suited to the criteria of Biographical Recount texts. Both textbooks use noun or noun groups to identify the specific participant involved in the texts; material processes to refer to the events happening to the specific participants; using adverbs and adverbial phrase, which are realized in the circumstances, to add more detailed information about the specific participant; and use the time connectives to sequence the events. There are some paragraphs in some texts in both textbooks using simple present tense, but the whole paragraphs are still using the simple past tense.

5.2 Recommendations

Relevant to the findings of the present study, the researcher intends to propose some suggestions for others researchers to develop a somewhat similar study, particularly in analyzing the texts found in students' textbooks. Some suggestions presented are derived from the limitation of this study.

First, this study only focuses on analyzing four samples of the texts. Second, this study also focuses on analyzing the aspects of the texts, this study does not analyze the texts in terms of clause complex which contribute to the cohesion and coherence of the texts. Therefore, for further researches, it is suggested to analyze the clause complex of the texts and to analyze more sample of texts in some textbooks.

In additions, based on result, teachers who are using the *Bahasa Inggris: Untuk SMA-MA/SMK Kelas X* textbooks should be able to supplement the learning materials using materials from other sources. Meanwhile, in order to gain students' understanding about the aspects of the texts, the teachers who are using *Pathway to English for Senior High School Grade X General Program* should be able to explain in more detail when they are teaching Recount texts, particularly in the biography types.