

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In the previous chapter, the analysis and discussions of the Descriptive texts in the two English textbooks have been presented. This chapter will now present some conclusions and suggestions drawn from the previous chapter. The conclusions are derived from the findings on the data analysis. Whereas the suggestions are going to be drawn to give some inputs for the readers in conducting further studies in this field.

5. 1. Conclusions

As stated in Chapter I, the study has two purposes to achieve. First, it aimed at investigating the Transitivity System in Descriptive texts on textbooks analyzed in achieving the criteria of Descriptive text in terms of its schematic structure, purpose and linguistic features. Second, it aimed at finding the more relevant textbook to be used as source for teaching and learning Descriptive genre based on texts' analysis.

From the findings of the study, it can be concluded that, all of the Descriptive text samples in *Bright an English Course for SMP/MTs Grade VII* and *Bahasa Inggris: When English Rings a Bell* were successful in achieving the purpose of Descriptive text based on the criteria of Descriptive text suggested by genre theorists. However, in terms of schematic structure, the distinction of schematic structure in those texts in the electronic textbook is not clear. Also, looking from the linguistic features, the Descriptive texts in *Bright an English Course for SMP/MTs Grade VII* more suited the criteria of Descriptive text. Those texts in *Bright an English Course for SMP/MTs Grade VII* have elaborated and described the specific participant more detailed than the Descriptive texts in *Bahasa Inggris: When English Rings a Bell*, by showing almost all of aspects of Description element, such as the specific participant's characteristics, appearances, personalities, actions and habits. Meanwhile, all of the Descriptive

texts from electronic school book only present three clauses which contain three important aspects of simple Descriptive text required by *Kompetensi Inti (KI)* and *Kompetensi Dasar (KD)* of 2013 curriculum.

From the findings, therefore, it can be concluded that the English textbook *Bright an English Course for SMP/MTs Grade VII* is more relevant to be used as a source for teaching and learning Descriptive genre, because it presents the Descriptive texts as a whole and more sufficient to the criteria of Descriptive text. However, for students who are not exposed to English in their primary school, the Descriptive texts in the electronic school book is more relevant for them, because the texts are very simple, easy to understand and has achieved the minimum criteria of Descriptive text. However, for teachers who are teaching English using the electronic school book, they are encouraged to be more creative and active in finding other examples of Descriptive text, because those Descriptive texts in the English electronic school book are not complete and insufficient to be given as model of Descriptive text for the grade seven students.

5. 2. Recommendations

Based on the data analysis and discussions, the researcher suggests some recommendation for teachers and further researchers in the SFL analysis of Descriptive texts' in textbook.

For teachers, it is suggested that they should be more aware of the texts in textbooks before using them in the classroom. It is because what students read in textbook will later be applied in their learning process. Moreover, teachers should make sure that the texts in textbook used for teaching and learning activities are relevant to the criteria of the texts themselves and also with their students' ability. In order to investigate to what extend the texts achieve their criteria, teachers can use SFL framework analysis, particularly on Transitivity system. This system of analysis is used to reveal processes used in the texts and the overall meaning of the texts themselves. To some extend it can also reveal the complexity of the texts.

In addition, based on the study's finding, teachers who are using the English electronic textbook should be able to enrich the learning materials in textbook by using materials from other sources. And according to Gunawan *et al.* (2014b, p.iii), teachers who use the electronic school book are encouraged to increase and adjust their students' learning ability using the activities in the textbooks and creatively made their own classroom activities relevant to the 2013 curriculum to enrich the textbook's materials.

However, the study has a limitation as well. Those texts in the study were analyzed by only one system of SFL framework that is Transitivity system. For further researchers, it is suggested to analyze other genre texts in textbook based on other SFL framework such as Theme and Mood system in order to reveal more detailed information about texts.

