

## CHAPTER V CONCLUSIONS AND SUGGESTION

### A. Conclusions

Based on the results of the data analyses conducted to the clauses and descriptive as well as narrative paragraphs of the two books, conclusions are written as follows:

1. The use of types experiential functions in the *Microeconomics texts* and *the Financial Accounting Theory* of descriptive and narrative texts are almost the same. All types of experiential functions are used in *Microeconomics* while in the *Financial Accounting* only five of the types of experiential functions are used, namely *material, behavioral, relational, verbal, and mental processes; existential process* is not used. The *existential process* is not used. This slight difference may due to writing style of the writer, while the most similarities between them are due to the similarity in their social genre type, namely, they both belong to the social genre of economy.
2. The ways how the experiential types are used in narrative and descriptive paragraphs of *Microeconomics* and *Financial Accounting Theory* are by firstly taking the nature of what to narrate or describe then select the relevant types of experiential functions to initiate the narration and description that is realized in the first clause of each narrative and descriptive paragraph. If the texts want to narrate or describe information or concepts found in the two textbooks related to what is done to the object

of narration and description, then the *material process* is chosen to be used in their first clauses of the paragraphs to initiate narration or description, in the same way - *behavioral process* was chosen in their first clauses of paragraphs to initiate narration or description if they want narrate or describe what the object of narration or description does. Finally, still with the same way, *relational process* was used in the first clauses of the paragraphs when they want to describe the quality or characteristics of what to narrate or describe.

## **B. Suggestion**

Based on the research findings and the conclusions drawn, suggestions are drawn as follows.

1. Based on the finding that both *Microeconomics* and *Financial Accounting Theory* use the same types of experiential functions, it is suggested that the teaching of English, especially to the students of Economics department or teaching English in the area of ESP (English for a Specific Purpose) the use of experiential functions should not provide special emphasis.
2. Based on the finding on the ways how experiential functions are used in narrative and descriptive paragraphs of *Microeconomics* and *Financial Accounting Theory*, it is suggested that the teaching of English, especially to the students of Economics department or teaching English in the area of ESP (English for a Specific Purpose), should pay a special attention to the use of the three types of experiential functions, namely *material process*, *relational process* and *behavioral process*, especially in the teaching of writing

paragraphs of narration and description. The teaching should make the students aware that the first thing to consider developing paragraphs of narration and description is what to narrate or describe before selecting the appropriate types of experiential functions. In the teaching, the concept of each experiential function should also be made clear to the students in order enable them to choose the appropriate type of experiential functions.

3. Based on the research findings, it is also suggested that these two types of texts in *Microeconomics* and *Financial Accounting Theory* should be replicated by taking other linguistics or lexico grammar aspect, such as word, sentence structure choices, etc. Such researches are important to find empirical evidences of to what extent the two social genre are the same.