

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion, it can be concluded three important points:

1. The process type which has the highest frequency of occurrence and hence is regarded as typical process characterizing transitivity representation of reading passage in English textbook grade 9 of Junior High School published by Erlangga is Material process (49.55%). This means that the text construes a quantum of change in the flow of events as taking place through some input of energy. Material process expresses the notion that some entity 'does' something – which may be done 'to' some other entity. Material process in English texts is much found in the forms of imperatives. It is reasonable since the texts which are taken to be analyzed are the exercises in English Textbook Grade 9 of Junior High School published by Erlangga. Imperatives refer to the special forms used to express command, request or instruction. The basic message of an imperative clause is either *I want you to do something* (Halliday, 1994: 47). This indicates that the students are asked to do something. They are commanded to do the instruction in the exercises.

It is followed by, Relational, Mental, Verbal, Behavioral, and Existential processes respectively.

2. From the point of the participant functions, every process type is followed by participant functions. These participant functions are specified based on

their type. Related to the participant functions characterizing English Textbook Grade 9 of Junior High School published by Erlangga, it is found that the participant functions of Material process are the most prominent participant functions. Actor and Goal dominate in occurrences (59.02%). This shows that the texts talk much about the things/ the ones that are to be actor or the things/the ones that are the purpose of text to be goal. They are followed by participant functions of Relational process, Mental process, Verbal process, Behavioral process, and Existential process respectively.

3. In accordance with the circumstantial elements, the circumstance of Location of Place dominates the circumstantial elements (31.33%). This means that the texts talk much about the place where the process unfolds. The texts show the place where the students should do the exercises. They cannot do the exercise in another area except what has been determined. This happens because English problem solving is suffused with showing on where the students do the instruction. It is followed by the circumstances of Manner (Means, Quality, and Comparison), Cause (Purpose, Reason, and Behalf), Accompaniment (Comitative, and Addition), Extent (Distance, and Duration), Location (Time), Role, and Matter respectively. Location of place is dominant in occurrences

B. Implications

From the findings of this study, it can be found the characteristics of transitivity representation of reading passage in English textbook grade 9 of Junior High School published by Erlangga. These characteristics of English texts can be explained as follow:

English texts expresses the notion that some entity 'does' something – which may be done 'to' some other entity. In English texts is much found in the forms of imperatives. It is reasonable since the texts which are taken to be analyzed are the exercises in English Textbook Grade 9 of Junior High School published by Erlangga. Imperatives refer to the special forms used to express command, request or instruction.

C. Suggestions

The result of this research can lead to the suggestion to some parties as follows:

1. Teachers

Teachers should understand the texts carefully in order to determine types of texts which are appropriate for the students based on the level of difficulties of the texts and based on the students' level competency.

2. Other researchers

This study has not discussed all aspects of the characteristics of the texts. In accordance with this problem, the researcher gives the suggestion to other researchers that they can conduct another analysis to find the characteristics of English texts, for example, from the logical meaning etc.