

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

This research has answered the research questions formulated in chapter one and it can be concluded as the following: The transitivity systems of texts found in students English textbook used in class X SMK in general can be said as the complete one. There were 234 clauses consisted 268 processes. All of the Process types (Material, Mental, Verbal, Relational, Behavioral, and Existential) can be found in the textbook. From all processes exist, Material Process dominated the texts, i.e. 46.2% from the total number of clauses. The other three processes that have big number in the usage can be listed respectively, i.e. (1) Existential Process (Exist.Proc.)=14.9%; (2) Mental Process (Men.Proc.)=13.05%; and (3) Verbal Process (Verb.Proc.)=11.5%. It is also found that there were 109 numbers of circumstance and it was dominated by Circumstance of Location: Time (Circ.Loc.T.) i.e., 44.9%. Circumstance of Location: Time (Circ.Loc.T.) and Circumstance of Manner (Circ.Man.) were placed in the second and third positions, i.e. 23.8% and 17.4% respectively. The other two circumstance types that have the same number and were rarely used were Cause and Role circumstances, i.e. 1.8%. The results of all analysis of the circumstance types of the text can be figured out in the following graph. The rests were Circumstance of Accompaniment (Circ.Acc.)= 7.3% and Circumstance of Extent) Circ.Ext.)=2.7%.

The results of the research in general were relevant with the process of teaching and learning English, specificall in Class X SMK Negeri 1 Sirampit.

Related to transitivity, the system of transitivity belongs to one mode of the ideational metafunction, that is, the experiential one. It is a resource for construing our experience in terms of configuration of a process, participants and circumstances. When using language to interact with people, we clearly use it to talk about the world, either the external world, things, events, etc., or our internal world, thoughts, beliefs, feelings, etc. When we look at how language works from this perspective, we are focusing primarily on the content of a message. When we account for the content meanings, it is the role of experiential perspective in the grammar to allow us to do so. In addition, the term transitivity will probably be familiar as a way of distinguishing between verbs according to whether to have an object or not. However, in SFL it is used in a much broader sense. In particular, it refers to a system for describing the whole clause, rather than just the verb and its object. It does, though, share with the traditional use a focus on the verbal group, since it is the type of process which determines how the participants are labeled. Although there are innumerable kinds of goings on and ways in which they can unfold, the grammar construes a small number of distinct types, each with its own particular characteristics. Altogether, the system of transitivity discriminates six different types of process in English. The three major ones are material, mental, and relational, each with a small set of subtypes. Also, there are three further process types, the behavioral, verbal, and existential.

## **5.2 Suggestions**

This research would like to give some suggestions for those who are interested in this type of study, especially SFL for the betterment in the future. It

is suggested for the teachers to know SFL especially on transitivity system in order to help the students in construing what have been stated in the textbook. It is interesting to learn how people arrange their clauses especially the clauses produced by textbook writers because they usually took many considerations in writing textbook for students of certain level. Thus, it is suggested to English teachers and students to know about language metafunction deeper in order to know the relevant and appropriate entities inside the textbook. Since this research is only focused in the lexicogrammar, especially transitivity system, it is suggested that the next research should be discuss other parts of SFL, especially to relate with teaching English for SMK students.