CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research results and discussions, there are two conclusions that can be drawn:

1. Six types of transitivity processes occurred in genres in English textbook for the tenth grade students Bahasa Inggris, published by Ministry of Education and Culture. They are material, mental, relational, verbal, behavioral, and existential. Material process held the highest frequency of occurrence or the most frequently used in the genres. The order of the most to the least used process is material process (58.42%), relational process (20.22%), mental process (8.42%), verbal process (7.30%), behavioral process (4.49%), and existential process (1.12%). Circumstances there are nine types of circumstance that is extent, location, manner, cause, contingency, accompaniment, role, manner, and angel. We can see that every text of recount text has the dominantly circumstances. Text one location is dominantly types of circumstances, text two, three, and last text too location has dominantly. And the least circumstances used in this texts is angle, there is no used in the every text. The characterized Circumstantial Element of the English text in *Bahasa Inggris* is Material Process is Location, especially Place-Location. There are 62 Circumstance of Place-Location found in the textbook. It exceeds half of the total Circumstance, which is 41.88%. The characterized Participant Functions of the English text in *Bahasa Inggris* in recount text is the Participants of material Process named actor,

goal, receipent, client, scope. They are mentioned 159 times and take 50.09% of the total Participant.

2. From all text in this book found the dominant process types is material process because recount text is a text that telling the reader about one story , action or activity, and material process is a material Process is process of material doing. They express the notion that some entity physically does something-which may be done to some other entity. So in the recount always telling about activity, action of someone. And the significances of this study is i succeeded applied the theory to the recount text in this book. With my findings I can prove that the Gerot and Wignel theory of recount text, they said "recount text which retells an ev

3. en, tends to use past tense, material process, and specific participant, temporal and spatial circumstances, and the text in this book fulfilled these criteria. Functionally, linguistics in recount text can be instructed teacher to introduce and introducing the process material and specific participant and spatial circumstances to their students

B. Suggestions

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

1. Other researchers. Further researcher is needed in order to give more detailed information of analyzing metafunctions in genres that may support teaching process. It is suggested for other researcher to conduct another analysis toward English genres or texts using Systemic Functional Linguistics theory by Halliday.

2. English teachers. This study can be an input for the English teachers in teaching process, or to teach how to response and present the ideational meaning in a text. Moreover, English teachers have to be more open- minded about the use of

alternative textbook and other learning sources as additional supports of knowledge in the teaching process.

3. English learners. It is suggested to keep improving the linguistics competence in order to be able to present idea in a text effectively by learning transitivity.

4. Book publisher. It is suggested to provide materials in English textbook, especially genres, which stimulate students' understanding in grammar not only traditionally, but functionally.