CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

From the analysis of the data, there were some points that would be concluded by the writer related with both of problems as follows:

1. In transitivity system, there were important elements that the writer found in students' recount texts namely process, participants, and circumstance. In this study, all process types could be found with varieties of the usage: Material process, Relational process, Mental process, Verbal process, and Existential process. For the participants almost in all the students recount texts the following participants, except the range and target, were found: Actor, Goal, Senser, Phenomenon, Token, Value, Carrier, Attribute, Possessor, Possessed, Behaver, Sayer, Verbiage, and Existent, beneficiary. Related to the circumstances, there were seven circumstances, except contingency, role and angle, found in the students' recount texts: Extent, Location, Manner, Cause, Accompaniment, Role and Matter.
2. The realization of the process of transitivity system on the students' recount texts took place in verbs that show of doing, sensing, being, behaving, saying, and existing. And the material process was the highest of the process found because most of the students' recount texts contained action, activity, or things that happened physically and materially. Meanwhile, the participants were realized in personal

pronouns, direct, and indirect objects. The circumstances that the writer found in the recount texts were mostly realized by prepositional phrase and adverbial phrase. This fact shows that the students did not have difficulties in making circumstances. In this case, most of the students already understood how to write a good recount text.

B. Suggestions

From the conclusions on the previous section, there were some points were suggested by the writer related with this study as follows:

1. For the English teacher, it could be suggested to present the transitivity system in a text. Moreover, English teacher should give more explanation in teaching writing activities about the realization the three types of transitivity system on students writing recount text, to analyze the meaning, appropriate generic structure, and correct use of language features recount text to improve the students' writing skill. For the students, it could be suggested students understood to use of language features to written the recount text with the knowing the function of three types of recount text to produce a good text.
2. For other researchers, it is important to conduct further research in order to give more detailed information of analyzing metafunctions in genres of the texts that may support teaching writing in English subject