

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research findings and discussion from the previous chapter, there are two conclusion that can be drawn related with both of problems formulation as follows:

1. Six types of transitivity processes occurred in tenth grade students' descriptive texts. They are material, mental, relational, verbal, behavioral, and existential. Relational process and material process held the highest frequency of occurrences or the most frequently used in students' descriptive texts. The order of the most to the least of process types used is relational process (53.21%), material process (31.61%), existential process (6.16%), mental process (4.88%), verbal process (3.34%), and behavioral process (0.77%). The most dominant participant used in students' descriptive text is for participant 1 Carrier with 103 total occurrences or 16.14%, participant 2 is Attribute with 98 total occurrences (15.36%), and participant 3 is recipient with 19 total of occurrences or 2.97%.
2. Types of process and participant in students' descriptive texts has the conformity with the theory of linguistic features of descriptive text. It could be seen from the results of the analysis of types of process and participant in students' descriptive texts that showed the relational process as the highest

of the process found in students' texts. It is because most of students' descriptive texts try to classify and express the appearance or quality and function of the participant. While the most used participants are carrier and attribute which show specific participant.

## **B. Suggestion**

From the conclusion in the previous section, there are some suggestion related with this study as follows:

1. For other researchers, it is important to conduct further researches in order to give more detailed information of analyzing metafunctions in genres that may support teaching process.
2. For 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 teacher should give more explanation in teaching writing activities about descriptive text or any other text types with clear purpose, appropriate generic structure and correct use of linguistic features to improve students' writing skill.

