

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is the last chapter presented in this study. This chapter presents two subchapters which consist of conclusion and suggestions. The conclusion relate to the topic of the study, whereas the suggestions are addressed to English teachers and others who have interest about the study.

5.1 Conclusion

This study has analyzed the transitivity analysis found in the students' recount texts of MTs Mathalibul Huda Mlonggo in academic year of 2019/2020. Based on the data analysis, the conclusion can be drawn as follows.

Transitivity analysis shows that the students' recount texts told about the students' experience in particular place and time. It can be seen from the occurrence of process, participants and circumstances in the students' recount texts. That there are some process that were realized in the students' recount texts such as relational attributive process (18,39%), mental process (13,56%), existential process (3,39%), behavioral process (0,24%), verbal process (0,73%), and material process (63,20%). The students mostly used material process to talk about physical activities in their recount texts, so the dominant participants that occur in the recount texts is the material process participant, those are Actor, Goal, and Range (53,16%). They also frequently used some circumstances, such as circumstance of extent (1,26%), circumstance of manner (6,31%), circumstance of matter (0,32%), circumstance of

cause (2,85%), circumstance of accompaniment (4,73%), and circumstance of location (84,54%) which is mostly used by the students in order to add information about place and time in the recount texts.

5.2 Suggestions

Suggestions are addressed as the result and the significance of the study. There are three points of suggestion dealing with the study.

Firstly, it is addressed to English teachers. English teachers should master the knowledge of metafunctions. From those meanings, teachers can know the meanings realized in the use of language in the students' texts and teacher also should be more concern to the grammar that is used by the students. If the teachers have the knowledge of metafunctions and good grammar, the students can compose a meaningful and grammatical text related to its context.

Secondly, it is addressed to other researchers who are interested in the similar study. If the researchers are interested in discourse analysis, they should have the knowledge of grammar. Hopefully, this study can be one of references to enrich their study. this research is only focused in the Experiential Meaning of Ideational Metafunction, it will be better for the next research to involve the Logical Meaning so the research can complete the analysis.

Finally, it is addressed to the readers. It would be better if they are aware with the effectiveness to master metafunctions, because they can guide them to use lexicogrammatical analysis and avoid misinterpretation in interpreting the meaning when they read a text.

