

## CHAPTER V

### CONCLUSION, IMPLICATIONS, LIMITATIONS AND RECOMMENDATIONS

This study aims to answer two key questions: 1) How are stages of exposition text and its language features construed to achieve the purpose of communication? 2) How is transitivity system realized to build the genre of exposition? Based on the findings and discussion presented in the previous chapter, this chapter serves as the culmination of the research. It provides a comprehensive synthesis of the findings, reflects on their broader implications, acknowledges the limitations, and offers recommendations for future work.

#### 5.1 Conclusion

This study has thoroughly addressed the research questions outlined in the initial chapter: 1) How are stages of exposition text and its language features construed to achieve the purpose of communication? 2) How is transitivity system realized to build the genre of exposition?, leading to several key conclusions. Regarding the first research question, the findings cover two aspects including the comparison of generic structure and social function and the language features.

In terms of generic structure and social function of the texts, after analyzing the text pairs, the study found that adherence to a clear structural pattern is crucial for effective exposition and important to achieve the purpose of communication. For instance, in Pair 1, both **IT.1** and **NT.1** follow the typical exposition structure with a thesis, supporting arguments, and a conclusion. However, while **IT.1** explores the internet's significance across various sectors like education, business, and entertainment, **NT.1** focuses specifically on its role in education. Despite these thematic differences, both texts effectively utilize rhetorical strategies to persuade readers by presenting a cohesive perspective and addressing potential counterarguments. In Pair 2, both **IT.2** and **NT.2** effectively utilize the Exposition genre's structural elements to present their respective arguments. **IT.2** argues for

the importance of exams in education while addressing criticisms, while **NT.2** advocates for the educational benefits of the iPad while acknowledging its drawbacks. Each text aligns with the genre's goal of persuading readers through clear, supported arguments, enhancing credibility and persuasiveness.

In Pair 3, **NT.3** demonstrated a better adherence to the analytical exposition structure by presenting multiple arguments and a reiteration, making it more persuasive than **IT.3**, which lacked the structure of an Exposition text. It begins with background information rather than a clear thesis statement, presents reasons without framing them as arguments, and concludes with a summary of the issue without reinforcing a thesis or consolidating arguments. While both texts address obesity, **NT.3's** focused thesis, supported arguments, and persuasive conclusion adhere more closely to the conventions and effectiveness of the Exposition genre, guiding readers towards adopting a specific viewpoint on the issue. Pair 4 revealed that **IT.4**, with its clear thesis, well-developed arguments, and recommendation, provided a thorough examination of the topic, whereas **NT.4's** concise presentation was deemed more impactful for audiences with limited attention spans. The findings underscore the importance of a well-structured exposition in effectively communicating arguments and persuading readers.

In terms of linguistic features, the comparative analysis between National Textbook (NT) and International Textbook (IT) texts reveals distinct usage patterns that enhance the effectiveness of exposition texts. NT texts tend to use general nouns and abstract nouns more frequently, contributing to a broad and insightful description of topics, making them more accessible and thought-provoking. In contrast, IT texts excel in using technical words and modal verbs, indicating a specialized and authoritative discussion, which is crucial for academic and technical expositions. Emotive words are slightly more prevalent in NT texts, making them more engaging by appealing to readers' emotions, while IT texts use modal verbs to add layers of meaning and enhance the persuasiveness and clarity of the text. Both NT and IT texts effectively use cohesive devices to maintain the logical flow of ideas, ensuring clarity and coherence. Overall, the strategic use of these linguistic

features in NT and IT texts enhances their ability to explain, analyze, and persuade, providing a comprehensive, nuanced, and engaging narrative. This analysis underscores the importance of these linguistic features in crafting effective exposition texts that convey complex information, persuade readers, and provide a thorough exploration of the topic.

Regarding the second research question, the findings cover the analysis of process types in exposition texts from national textbooks (NT) and international textbooks (IT). The findings show that texts from NT reveal a clear pattern in their use of material, relational, verbal, and mental processes. In the thesis statements of NT texts, material processes are generally less frequent, indicating a limited focus on actions, while relational processes are more prevalent, emphasizing definitions and states. The argument stages in NT texts are dominated by material processes, highlighting a strong emphasis on actions and events, which is consistent with the goal of presenting evidence and reasons to support the thesis. Relational processes also feature significantly in arguments, underscoring the importance of defining relationships and attributes. In the reorientation stages, material processes remain important, reflecting a focus on actions in concluding the texts, while relational processes continue to redefine relationships and states.

In comparison, the process types in international textbooks (IT) exhibit a similar but slightly different distribution. IT texts also prioritize material processes in their arguments, emphasizing actions and events. However, the use of relational processes in the thesis and reiteration stages is more pronounced in IT texts, highlighting a focus on defining relationships and states throughout the text. Verbal and mental processes are also notable in both NT and IT texts, suggesting an emerging analytical dimension that allows for the projection of thoughts, beliefs, and communications, thereby enhancing the depth and complexity of the exposition.

Overall, the predominance of material processes in both NT and IT texts aligns with the expository goal of presenting factual evidence and events. The significant use of relational processes underscores the need to define and describe

relationships and attributes. The presence of verbal and mental processes adds an analytical layer, reflecting a shift from immediate situations to broader social contexts and enabling writers to present multiple perspectives. Therefore, the strategic use of the transitivity system in the texts from both national and international textbooks has shown that the writers have effectively explained complex ideas logically, presented diverse perspectives, and engaged readers in critical thinking. By leveraging the strengths of different process types, exposition texts become powerful tools for informing, educating, and influencing readers, ultimately contributing to the genre's effectiveness and impact.

## **5.2 Implication**

Theoretically, the findings of this study enhance the understanding of English clauses within the Systemic Functional Linguistics (SFL) framework by considering not only their form but also their meaning and lexico-grammar. By analyzing the stages of exposition texts—thesis, arguments, and reiteration—and their linguistic features, the study shows how these elements systematically construct meaning and persuade readers. The effective use of material and relational processes within the transitivity system is crucial in creating coherent and compelling exposition texts, extending the SFL framework.

Additionally, the study highlights the importance of linguistic features such as general and abstract nouns, technical vocabulary, emotive language, modal verbs, and cohesive devices in making exposition texts clear, deep, and persuasive. This analysis deepens the theoretical understanding of how specific language features function in exposition, providing a refined lens for analyzing and teaching expository writing. The findings also emphasize that exposition texts not only present information but also shape public opinion and encourage critical thinking, enhancing the theoretical understanding of the social functions of language.

Practically, the findings of this study offer valuable guidance for students in developing their understanding of English clauses. By understanding the role of process types and specific linguistic features, students can create more coherent and

persuasive exposition texts, effectively communicating complex ideas. The study provides strategies for using the transitivity system to build strong arguments and convey information logically.

For English teachers, especially those teaching Grade XI, this study provides insights to enhance teaching methods and widen teaching sources, to not only focus on using international sources since nationally-published reading materials are also proven to be effective for use. Teachers can also develop instructional strategies that emphasize material and relational processes, alongside other key linguistic features, to improve students' writing skills. By incorporating focused exercises and examples, curricula can better foster students' analytical and persuasive writing abilities.

Additionally, this research can inspire further studies on textbooks, exploring aspects related to the Systemic Functional Linguistics (SFL) theory. Future research could examine the application of these findings across different contexts and text types, investigating the impact on readers' comprehension and persuasion, and exploring other linguistic features to refine the theoretical framework and practical applications.

### **5.3 Limitation**

This study has several limitations that should be acknowledged. Firstly, the scope of the analysis was confined to exposition texts found in a limited selection of national and international textbooks specifically for eleventh grade students. This narrow focus may limit the generalizability of the findings to other types of texts or educational materials beyond the specific textbooks other grades analyzed.

Secondly, the study employed the genre analysis to analyze the stages of exposition texts and their linguistic features and employed transitivity analysis to primarily focus on the process types. Other aspects of transitivity system and linguistic features, such as participants, circumstances, metaphors or metadiscourse, were not examined in detail, which could have provided a more comprehensive understanding of the texts.

#### **5.4 Recommendation**

To address the limitations identified in this study and enhance the understanding of exposition texts and their linguistic features, several recommendations for future research and practice are proposed.

Firstly, future research should include a wider range of texts and educational materials beyond the specific textbooks analyzed. This could involve examining exposition texts across different grades and diverse educational contexts to determine if the patterns observed in this study hold true more broadly. Including texts from various subjects and educational systems could provide a more comprehensive understanding of how exposition texts are constructed and utilized.

Moreover, to gain a deeper understanding of exposition texts, future studies should incorporate a broader spectrum of linguistic features within the transitivity system. This includes not only process types but also participants, circumstances, metaphors, and metadiscourse. A more detailed analysis of these elements could provide richer insights into how language functions to achieve the purpose of communication in exposition texts.

Additionally, expanding the analysis to include various educational levels and settings would enhance the applicability of the findings. Researching how exposition texts and their linguistic features are utilized in different educational stages, from elementary to higher education, and in various cultural and linguistic contexts, could yield valuable insights into their role and effectiveness in education.

By addressing these recommendations, future research can build on the findings of this study to provide a more comprehensive and detailed understanding of exposition texts. This, in turn, can inform the development of more effective educational materials and teaching strategies, ultimately improving students' ability to construct coherent and persuasive exposition texts.