CHAPTER V
CONCLUSION AND RECOMMENDATION

This chapter presents 1) Conclusion and 2) Recommendation. The conclusion concludes the findings. The findings can be divided into two, the findings of processes and the findings of the pedagogical implications of the analysis. The recommendation offers some recommendation for methodological and practical purposes.

5.1 Conclusion

As stated in Chapter 1, the analysis focus on using transitivity system of SFL in exposition texts included in the Senior High School National Examinations from 2006 to 2014 and exploring how the understanding of process types in expositions have some pedagogical implications.

The transitivity system in the texts being studied encompasses all six processes brought forward by Halliday and Matthiessen (2014). Among the processes, the most frequent process being used is material process with 201 occurrences (56%), followed by relational process with 88 occurrences (25%), 76 occurrences for relational-attributive process (21%) and 12 occurrences for relational-identifying process (4%), continued by mental process with 47 occurrences (13%), existential process with 10 occurrences (3%), behavioural process with 9 occurrences (2%), and verbal process with 4 occurrences (1%).

In analytical expositions, the findings show that the material, relational and mental processes are the three processes frequently used. The same findings are shown in hortatory expositions, i.e. the material, relational and mental processes are the processes frequently used. The material process represents the evidence of the argument, relational-attributive process represents the description or the explanation of the argument, and mental process represents the preference of the position. The

occurrence of these three processes shows that the exposition texts included in the National Examinations are considered as 'simple expositions'.

However, the use of 'simple expositions' in the National Examinations needs to be criticized because 'simple expositions' do not challenge students to think critically. For students to be critical thinkers, they should learn the 'mature expositions'. Thus, the texts included in the National Examinations should be 'mature' or well-written.

For the expositions to be considered well-written, it should contain not only material, relational, and mental processes, but also verbal process. The use of verbal process in the exposition texts included in the National Examinations is still limited. Most of the texts do not use verbal process. Verbal process is crucial to be used in exposition texts because it presents the reference. Without the reference, the readers can easily deny the writers' argument. Thus, it can be concluded that the texts in Senior High School National Examinations need to be improved, especially in the use of verbal process (indicated by the present of the proper name). In addition to that, the other reasons the texts are not considered well-written texts are the text writers are not written in the texts and some texts still lack of nominalization. The nominalization in exposition texs is crucial to show that the texts are "written like" (Emilia, 2011) and to make the arguments in the text undeniable.

Moreover, the pedagogical implications of the analysis are 1) leading students to the awareness of the purpose of text writer, 2) enhancing students' ability in understanding the probing questions in the questions related to the text, and 3) sharpening students' critical thinking.

5.2 Recommendation

Based on the conclusion above, some methodological and practical purposes are recommended as follows.

The methodological purposes concern the delimitation of the recent study and its possible enhancement study for further research. The study only uses one aspect of

systemic functional grammar, i.e. experiential grammar (transitivity analysis of exposition texts). Thus, it needs further research in other aspects of systemic functional grammar, the logical grammar (the analysis of Taxis) is highly recommended because the logical grammar and experiential grammar belong to the same metafunction, i.e. ideational metafunction.

Furthermore, in terms of the data, it is highly recommended to use the other texts included in the National Examinations as the data because the texts are usually used as the materials in teaching activities.

Practical purposes are intended to teachers. For teachers, the knowledge of experiential grammar helps them to teach students to respond to texts. In other words, the transitivity system can be used as a practical source for students to gain their ability to create well-written texts.

Moreover, this study is also expected to provide information for teachers regarding the quality of the texts used in the National Examinations so that teachers are able to select proper texts to be used as the materials. Thus, it is recommended for teachers to select exposition texts which use not only material, relational, and mental processes, but also mental process since the texts which belong to the argumentative genre need verbal process in making the argument more convincing.