CHAPTER V

CONCLUSION AND SUGGESTIONS

The previous chapter has presented the analysis and discussion towards students' text based on transitivity system. This chapter presents the conclusion and recommendation of this study. This chapter is divided into two sections: conclusion and recommendation. The conclusion section begins with a brief description of aspects underlying this study: background, purpose, findings, and conclusion. Meanwhile, the recommendation section provides the suggestion for further research, generally in text analysis using systemic functional linguistics, particularly in investigating transitivity system either for teachers, students, or other researchers.

5.1 Conclusion

This study focused on analyzing transitivity system of systemic functional linguistics of students' in one public junior high school in Bandung. It aimed to investigate how the recount texts were developed by high, middle, and low achiever students based on transitivity system and reveal difficulties faced by them in writing such texts. This study has confirmed the findings from previous study that transitivity analysis can be used as a tool of analyzing students' text (Emilia, 2005).

Based on the findings and discussion, students' texts have been developed based on schematic structure of recount text proposed by Emilia (2011), Martin & Rose (2007), Anderson & Anderson (1997), and Knapp & Watkins (2005) Gerot and Wignell (1995). It was showed by the ability of students' in dividing their story into different paragraphs which represented orientation, record of events and re-orientation. However, the texts from low achievers are quite short which indicates the difficulties in developing ideas.

In regard to linguistics features, the findings showed that all of the students' texts apply various linguistic features of recount text as suggested by Gerot and Wignell (1995) Knapp & Watkins (2005), Emilia (2011:76) such as the use of specific participant, action verb, time connection, first pronoun, past tense, and specific information. However, most students still find it difficult to use past tense. The occurrences of past tense written in the texts are inconsistent. Moving to the processes used, there are 3 processes used by students in their texts, namely material, mental and relational processes. Material processes are the most dominant processes appeared in the texts since material processes are "the type closest to action" (Hasan as cited in Emilia (2005). Meanwhile, text 1 written by high achiever student used mental processes dominantly. Concerning the circumstances, the most dominant circumstances appeared in the text are circumstances of time and circumstances of places. It is because those circumstances are important to locate events.

5.2 Recommendation

Relevant to the findings, discussions and conclusion of this study, the researchers intends to propose some suggestions for further study particularly in applying transitivity system analysis of text.

Firstly, it is recommended for teachers to pay more attention to the benefits of applying transitivity system analysis applied in classroom practice, especially in teaching of writing. In addition, it is also suggested to provide corrective feedback by applying transitivity system analysis in assessing students' text in order to reveal their abilities and difficulties in developing such text.

Secondly, it would be better for further research to investigate the transitivity system of other text types such as narrative, descriptive, procedure, etc. Other language metafunction in this case interpersonal metafunction which can be realized through mood analysis and textual metafunction which can be realized through thematic progression analysis can be used as a tool of students' text analysis.