

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter presents conclusions from the research results on the type of transitivity contained in the 5 exposition texts in the *English For Change* textbook for the grade eleventh. Based on the results of this research, the results of the analysis, and the results of the discussion, several suggestions were also presented.

5.1 Conclusion

Eggins, (1994:228) said that Transitivity or process types are a main system of meaning. How important the knowledge about transitivity is if you see its presence which always presented in every clause was. It was not a sentence without any transitivity process in it. Transitivity is something that could not be separated from language learning, therefore this research aimed to describe the transitivity process contained in the reading text in the *English For Change* textbook for the grade eleventh.

The results of this research showed that of the 5 text expositions in the *English For Change* textbook for the eleventh grade, there are 145 (100%) transitivity processes, with material process types at 44.1 %, mental processes at 17.2 %, relational processes at 29.6 %, verbal process at 4.2 %, Behavioral process at 2.2 %, and Existential process at 2.7 %.

Thus, studying transitivity is a necessity because transitivity or process types are a main system of meaning that came from how sentences are built and how information is arranged. Transitivity helps interpret the meaning of the text more precisely.

5.2 Suggestion

The results of research on the type of transitivity contained in the 5 exposition texts in the *English For Change* textbook for the eleventh grade, that transitivity process is always present in every clause in the text studied, so understanding transitivity is absolute for students. Based on this, It is recommended that teachers use the results of this research as teaching material in teaching transitivity which is social-functional linguistic knowledge. Likewise, students should use the results of this research as a reference for learning about types of transitivity processes, because transitivity processes were something that could not be separated from language, and their function was to

make the meaning of the text easy to understand. Future researchers are also advised to use the results of this research as a basis for further research on the same research objects and topics.