

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The previous chapter reveals that through the analysis of transitivity, the development performed by the students can indeed be tracked despite some limitation mentioned earlier. The development phases in this research, as described and explained in chapter IV, are identified through two different yet related ways: through the proportions of process types used in constructing stages of the students' texts, and the networks of process types system drawn up from the students' texts.

Looking through the proportions of process types, the students' texts reveal the developmental phases in employing more various process types as they attain higher levels of achievement. It can be noted that the students make almost similar pattern of Material process types' usage throughout the texts. The students further make progress in incorporating other process types in their texts, the most obvious ones are the Relational, Behavioural and Verbal processes. Even though the occurrence of Relational process can be identified in all texts in all level of achievement, the Relational process usage is more evident in high achievers' texts showing the students' capability to add more richly detailed story in their texts. On the other hand, the deployment of Behavioural process is one of the most evidence showing the difference characteristics of the students in all levels of achievement. Behavioural processes are used in very limited number in low achievers' texts, occur significantly in middle achievers' texts, and become one of the most important processes constructing the high achievers' texts. This evidence shows the

students' growing capability to involve psychological and physiological aspect of human experiences into their story as these experiences are constructed through the Behavioural process. The last difference found in the students' texts is the usage of Verbal process. Though the Verbal process can be identified in all of the texts, this process is deployed significantly from the very beginning part of the story in high achievers' texts, while it is very limited in the beginning stage of low and middle achievers' texts.

Complementing the statistical data above, the analysis of system networks of process types found in the students' texts also reveals the different characteristics of the different levels of achievement. As it has been described earlier, all the students are in fact able to perform the rudimentary choice of process types available in transitivity system networks. The differences, then, are found in the choice of detailed sub-type of Material, Mental and Relational processes. The system networks of Material process are identified more delicate following the increasing level of the students' achievement. This includes the deployment of more varied choice of clause structure as well as the presence of additional participants. The texts analysis show that the high achievers' students are able to control much fuller set of Material process types compared to the other groups of achievement.

B. Suggestions

This research has shown that the analysis on the aspects of Transitivity in the students' texts can be used as a means to track the students' developmental trajectory in writing narrative texts, even though the result found here may not be

generalizable to other cases due to the limitation mentioned earlier. This also confirms Matthiessen's proposal (2007) stating that there is a strong inter-relation between the Transitivity pattern and the successful stages' construction of a text. The same analysis, therefore, is highly recommended to be applied to track the students' development in writing the other genres.

Furthermore, the analysis on the students' texts is possible to be expanded to the other aspects of English comprising the Mode and Textual systems. This can be carried out either by focusing on the proportion of the system used in the texts or by focusing on the structure of the clauses construing certain meaning. Such analysis may also be narrowed down to scrutinise the elements below, beyond, or above the clause (Halliday & Matthiessen, 2004). This may be done, for instance, to find out how the students make progression on the constructing the verb group representing the process, or how the students develop their ability in controlling the structure of noun group to construe the aspect of Theme and Rheme in Mode system.

The result of such studies is expected to have a significant contribution to the development of English teaching curriculum, especially in proposing a guidance to put priority on certain structure when dealing with certain type of genre. These attempts eventually may promote the insight from systemic functional linguistics as a powerful means in exploring English language learning and teaching.