CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions based on the findings and discussion in previous chapter and the suggestions for next research.

A. Conclusions

This study has answered the research questions stated in the earliest chapter and it can be concluded that:

1. The process types of the every genre in reading section *English in Focus* textbook concluded that the dominances are material process and relational process. It reaches 64.35% as the highest frequency of occurrence in process types every genre meanwhile relational process reaches 23.75%. This also relevant to the genre by the textbook, which procedure text, report text and narrative text.

2. The types of participant function of every genre in reading section *English in Focus* textbook are the participants of material process and relational process. They named actor, goal, carrier, attribute, identified and identifier. They are mentioned actor (46 times), goal (44 times), and carrier (17 times), attribute (17 times), identified (10times), and identifier (10 times).

3. The most dominance types of circumstantial elements of every genre in reading section *English in Focus* textbook is Location, especially place-location. There 25 circumstance of place-Location found every genre in reading section. It exceed half of the total circumstance, which is 56 occurrences

B. Suggenstions

This study is not perfect or complete because this study presented transitivity of genres in reading section *English in Focus* textbook. It focused only transitivity that related to metafunctions of ideational function. The researcher suggests for the other researchers. It needs to conduct further research in order to give more detail information of analyzing metafunctions in genres that may support teaching reading and writing.

For the teacher, this study can be an input for the English teachers in teaching reading and writing or to teach how to response and present the ideational meaning in text. Moreover, English teachers have to be more open-minded about the use of alternative textbook as additional support of knowledge in teaching process.

Foe English learners, it can be suggested to keep improving the linguistic competence. Hopefully, the learners need to more concern how to present idea in a text effectively by learning transitivity.

For the book publisher, they should be more creative in designing the materials. They should provide more interesting and effective task for students by analyzing their need and characteristic