

CHAPTER V

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CONCLUSION AND SUGGESTIONS

This chapter presents the summary of the previous chapters and some suggestions.

5.1 Conclusion

Transitivity plays role in ‘meaning making’ in language (Halliday, 1994, as cited in Simpson, P., & Mayr, A., 2010). Thus, transitivity can be used as a tool to analyze ideological perspectives. In composing narrative texts, basically EFL students express their ideology. They write a story in which the plot, the characters and the setting correspond to their beliefs and perspectives of the world. A transitivity analysis is required to uncover the hidden ideology beneath the layers of sentences and choice of words.

Transitivity is the foundation of representation in which a clause is used to analyze events and situations as being certain types. It refers to the arrangements of particular meaning components, or semantic roles to communicate about happenings (processes), persons, objects, entities involved in those happenings (participants), and different aspects of those happenings (circumstances) made manifest via particular lexicogrammar choices (Halliday, 1970:145-150). It explains how participants, processes and circumstances are represented in a clause which can show who is presented as having agency and who is acted upon, how speakers encode in language

their mental picture of reality and how speakers explain their experience of the world around them. Therefore, this study aims to uncover the transitivity constructions such as processes, participants, and circumstances that are used by the second semester students of English Department of Widya Mandala Catholic University Surabaya in their narrative composition and to describe the ideologies manifested in the transitivity construction reflected by the role of the characters in the narrative compositions by the second semester undergraduate students of English Department Widya Mandala Catholic University Surabaya.

On the basis of the data presented in the previous chapter, it can be concluded that in five narrative compositions, most of the agencies were specified in which material process took the highest percentage (26.8%), followed by relational process (23.95%), mental process (23%) in the 3rd place, behavioral process (17.3%) in the 4th place, verbal process (7.03%) in the 5th place and existential process (1.9%) in the last position. In addition, among those six transitivity processes, existential and verbal process did not portray the ideology manifested in the narrative text significantly.

The transitivity constructions in text A, Ani's narrative composition, showed that there were 79 clauses. As for the construction of transitivity mental process and relational process were mostly used in text A, Ani mainly concerned with describing and identifying entities rather than events or actions. Moreover, Ani manifested her ideologies mainly through the role of Amelia as the main character as a woman with positive traits. She mostly stressed on the values, psychological condition and behavior of a leader with positive traits.

The transitivity constructions in text B, Bobby's composition, showed that there were 87 clauses. Bobby mainly presented the clauses with mental process and behavioral process. The construction of Bobby's narrative composition showed that mostly he concerned with describing entities along with actions rather than identifying. Moreover, the ideologies manifested through the characters in this story were mainly portrayed negatively. It might represent the reality of life by portraying negative sides of human beings that might represent his selfishness.

The transitivity constructions in text C, Cindy's narrative composition, showed that there were 143 clauses. Cindy was mostly concerned with identifying and describing entities rather than showing actions and events of the entities. It was shown through the frequency she constructed the clauses mostly in relational process and mental process. Moreover, the ideology manifested in this story portrayed that there were always solutions for every problems. In some ways, problems in our life might lead us to some options in which we could choose to become a better person or stay still without finding the best way to solve the problems.

The transitivity constructions in text D, Dany's narrative composition, showed that there were 150 clauses. As the material process and relational process were the most common used in constructing the clauses, it could be concluded that Dany mostly concerned with actions which involve actors and affected in the story along with identifying the entities rather than describing. Furthermore, the ideology manifested through the role of the characters in the story, Dany portrayed a woman as a vengeful entity who fought for the people she loved. In addition, Dany also put his

ideology that concerned about trust that we should never trust people entirely. We should be able to distinguish friends from enemies.

The transitivity constructions in text E, Erick's narrative composition, showed that there were 67 clauses. Those clauses were mostly described in relational process and material process. These constructions represented Erick's attitude toward the characters in the story in which he mostly stressed on identifying and describing the entities rather than actions and events. Moreover, the ideologies manifested through the characters in Erick's narrative composition mostly discussed about friendship between two men and a woman. Erick, the student with below average proficiency level, portrayed that love and pride might become serious problems that could harm the relationship between friends.

The ideologies manifested in texts A, B, C, D and E were clearly reflected by the roles of the main characters (Amelia in text A, Jack in text B, Lucas in text C, Valkyire in text D and Luke and Leon in text E) in the story rather than the supporter characters. It might be caused by the important role of the main character in the story which involved him or her in a conflict or more and found the resolution of the conflict while the supporter characters were placed to help or support the main character to reveal the conflict. Moreover, the ideologies of the five texts share something in common. All of them conveyed character transformations. What differentiates them is the cause of the transformations. The transformation of the character in text A, Ani's narrative composition, for an instance, took place because of the high expectation set by the society toward the main character. In text B,

Bobby's narrative composition, the transformation of the character happened because of the main character, Jack, internal motivation that was unhappy with his social condition despite the fact that another supporting character was the trigger of that transformation. Text C, Cindy's narrative composition, dealt with self-fulfillment, accepting of one's identity and dealing with social pressure. The role of Jack as the main character clearly portrayed the ideology. Text D, Dany's narrative composition, portrayed a reconciliation of the main character. Dany's ideology focused on the ideology toward a woman who was scarred by a traumatizing childhood experience. Text E, Erick's narrative composition, portrayed the transformation of two main characters who went into separate ways, one went to the good side while the other went to the bad side.

This paper has highlighted the configuration of the transitivity process, participants and the circumstances along with the ideologies manifested in the narrative compositions. It could be concluded that all text represented certain ideologies or attitude toward something. The negative and positive values are manifested through the used of choice of words which contains certain connotations of the participants mentioned in the text are also affect the ideology manifested in the stories.

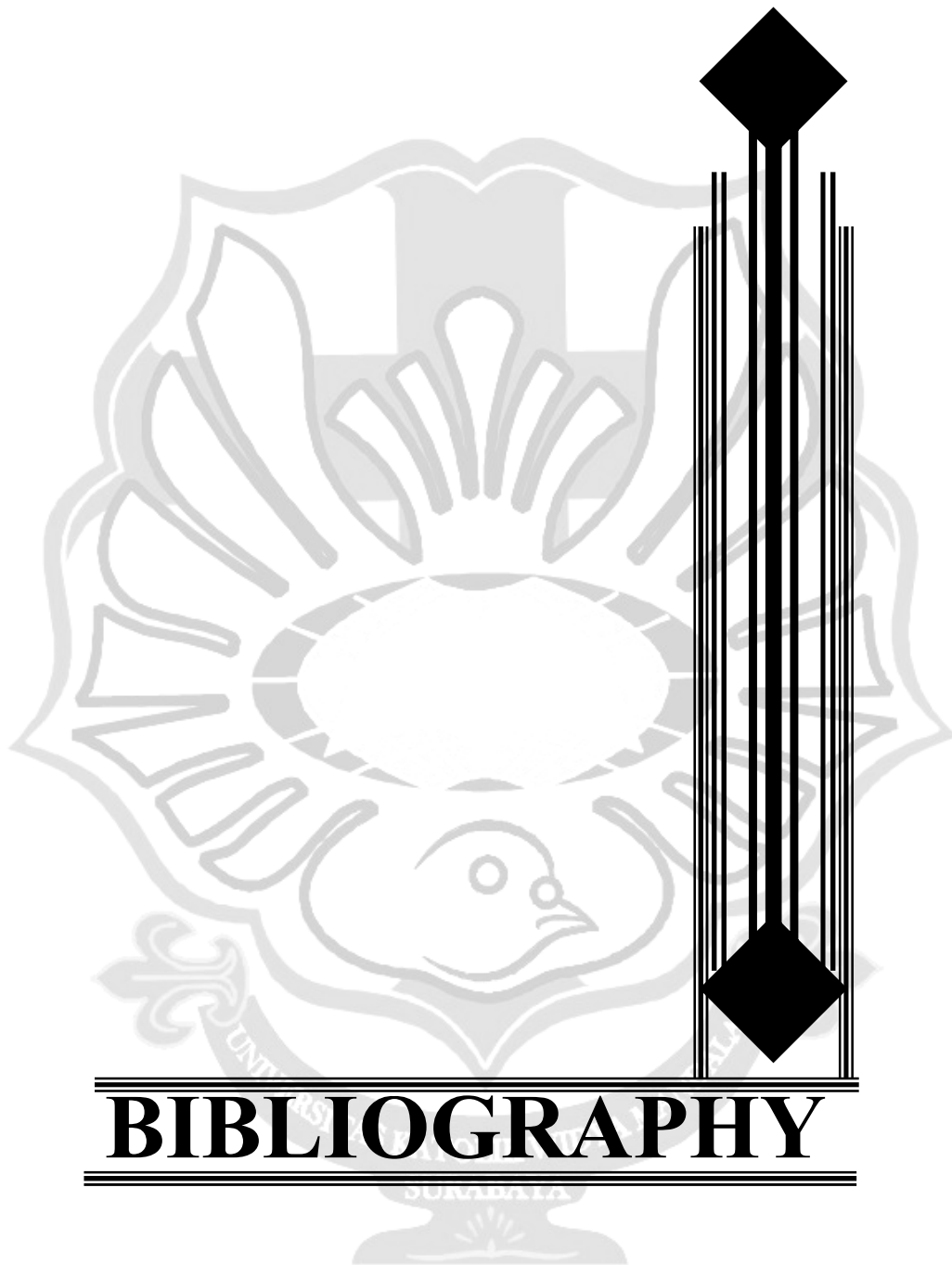
5.2 Suggestions

In this section, the writer would like to provide some suggestions for future researches:

First, this study discovered the ideology in narrative compositions based on the configuration of the transitivity process, participants and circumstance. However, there are still many aspects, such as gender, culture, family background and religion of the subjects, which can be involved along with transitivity analysis in elaborating the ideology within a text that this study was unable to discover. Therefore, suggestion for future researches that those aspects could be involved along with the transitivity analysis in elaborating the ideology within texts.

Second, the subjects in this study were the novice writers who might not have stable ideology. They were students who were still learning how to compose a narration. It might be possible that they were influenced by other stories that affect their ideology. Therefore, for future researches it is possible to employ the writer who has stable ideology as the subjects of the study.

Third, the instruments in this study were only based on the underlying theories. For future researches, it might be possible to have interview and questionnaires as the instruments also. Therefore, the researches might use the result of the interview and questionnaire to be compared with the result of the analysis of the ideologies as supporting data.



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