

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter presents conclusion derived from the whole analyses and discussion presented in the previous chapter. This chapter also covers some recommendations based on the study for readers

A. Conclusion

According to the previous chapters that has been discussed, the researcher conclude that:

Language that people use in every day communication contains three strange of meaning called Metafunction; ideational (how we represent experience in language), textual (the relation of language to environment/context) and interpersonal meaning (language to establish social relationship, to communicate and to express speaker's judgments and attitudes).

Interpersonal meaning realized through wording called Mood (element which determine types of clause structure) and modality (part of clause that represents degree of certainty and obligation). Clauses of the interpersonal meaning contains 2 functional elements; Mood and Residue. Mood consist two essential constituent; Subject and Finite where Subject is the actor or doer of an event and Finite is element that makes the event finite. Residue is part of clause containing a Predator, one or more Complements, and any number of different types of Adjuncts.

Predicator is lexical verb, while complement is nominal group functions as an object of an event, and adjunct is element of clause that gives additional information through adverbial or proportional phrase.

Modality is the intermediate degrees between positive and negative poles. When modality is used to argue about the probability or frequency of propositions, it is referred to as *Modalization* while when modality is used to argue about the obligation or *inclination* of proposals, it is referred to as *Modulation*.

Mood is differentiated into two, indicative and imperative. Indicative. Indicative is divided into two, declarative and interrogative. Declarative is used to convey information through statement with the order Subject-Finite. While interrogative is used to express question (polar/WH-question) with the order finite precedes subject, realizes polar or 'yes/no interrogative such as; 'are you oke?' and the imperative is used to have something done or have someone do something.

In the declaratives, teacher provides the material or the other information to students; where teacher as the former who provides information and the students is the recipients of information. While in the interrogatives, there is an opposite movement of information; the teacher expects to receive an answer or a respond from students. Here the teacher is a recipient of answer or information. And finally in the imperatives, the teacher act as

interlocutor and demands the information (or goods & services) to students; the former is a recipient of information, that is teacher, and the latter is a provider of information/service that is students, as in the case of the interrogatives. Based on the data, mood types that's mostly used in the classroom is declarative (76%).

B. Suggestion

Having finished conducting the research, the researcher has some suggestion that might be useful. The first is addressed to teachers in order to selectively use appropriate mood types (declarative, interrogative or imperative). The appropriateness of selecting mood type makes the teaching learning become interactive and interesting, that the class that is being taught become alive, therefore it makes the students easier to understand the material that is being delivered.

In addition, they are expected to enrich the knowledge of interpersonal meaning and systemic functional grammar in order to convey appropriate attitude and social judgment to maintain social relationship especially relationship between teacher and students.

Next suggestion is addressed to the next researcher who is interested in conducting research of Interpersonal meaning. They are expected to explore deeper about the field of interpersonal meaning for the sake of good language education.