

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

The finding and discussion in the previous chapter had answered the research question of this research about analysis character education in an English textbook 12th grade using Systemic Functional Linguistics through Transitivity analysis in Process Type. From analysis Process Type the researcher found material process more dominant than another. Material Process is a type of process used to express a verb that refers to a physical or physical activity performed by the participant. So, the dialog in the 12th grade English textbook is more dominant in showing the actions taken physically by the participant.

Furthermore, from the analysis of character education contained in dialogue, it was found that six values of character education were found in English textbooks for grade 12. The six value of character education there are social awareness, friendliness/communication, love of peace, coriousity, perseverance, and responsibility. From the 6 character values, the values of friendlyess/communicative and social awareness are more dominant than the other values.

From the results of the character education analysis in the dialogue there are only six character educations out of a total of eighteen character education. This illustrates that the inculcation of character education in dialog in English textbooks for grade 12 is still lacking or poor in delivery of character education, while they are expected to have the provisions to be able to live well socially. The researcher hopes that the other twelve character educations can be found in texts, exercises, or pictures found in 12th grade English textbooks.

5.2. Suggestion

In this study, the researcher only used one English textbook that is for 12th grade. For analyzing the data, the researcher used SFL (Systemic Functional Linguistics) to analyze the clauses the the textbook. In analyzing SFL, the researcher only focused in analysis process type. After analyzing the clauses, the researcher

continued analyze about the character education in the textbook. Then, for analyzing character education in English textbook, the researcher only used dialog in English textbook.

Therefore, this study would like to give some suggestions for those involved in this study for the betterment in the future. It is recommended for the other researchers who will conduct the relevant study, it can be used as a source of information for other researchers who are interested in conducting advanced research or the relevant research.