

CHAPTER V

CONCLUSION AND IMPLICATIONS

5.1 Conclusion

This study focuses on the transitivity analysis on the methodology move in the research article abstracts of TESOL Quarterly and TEFLIN Journal. The result of this study shows the different in the stating the functions in the methodology move in research article abstracts from two different journal in regard of the transitivity analysis proposed by Halliday and Mathiessen (2014). It is implied that the methodology move has five functions, namely: research design, data collecting procedures, data analysis procedures, respondent, and source of data (TEFLIN doesn't state it). There is no significance different in the lexicogrammatical features used between the two journals. These functions are mostly realized in the form of finite clause in past tense active and passive voice, and non-finite in present participle. However, Hyland's model doesn't explain specifically the functions of the methodology move such as respondent and source of data. In summary, this study has given a recommendation for methodology move in the abstract to consider these functions in stating the methodology clearly.

5.2 Implications

The result of this study shows the difference in stating the functions of methodology move in the research article abstracts in TESOL Quarterly and

TEFLIN Journal through the transitivity analysis based on Halliday's Systemic Functional Linguistics. The result of this study hopefully would bring benefits for:

1. This study would bring knowledge in writing the methodology move in research article abstracts or skripsi for English Language Education Study Program students who wants to start a research or skripsi.
2. This study would bring knowledge for readers, especially academics, who are trying to find references in writing the methodology move in research article abstract.
3. This study has brought knowledge for the researcher itself in formulating and writing the researcher's own methodology move for this study. Also, this study would be useful for future studies' knowledge of writing research article methodology move.

Although the present study contributed in the writing skill knowledge, the writer were able to show only a small part of the abstract, which is the methodology move in the research article abstract. The results suggest for further academic writers to consider the functions of the methodology move found in this study to inform the methodology clearly. The comparisons of TESOL and TEFLIN methodology move hopefully can help the academic

writers to get some insight and good model in writing the abstract, especially in methodology move. In addition, future studies need to be conducted again in order to fill the missing parts occurred in this study. And also, further studies hopefully can be practically fill the gap related to the topic with maintaining the functionality of the methodology move in the abstract rather than the structural construction.

