

CONCLUSION

The participant's identification is very important to the discourse since it provides the cohesion to the discourse by the means of reference and it is also the main component of the narratives. In this paper, the participant is classified into 5 groups according to their grammatical feature in initial introduction, reintroduction, maintenance and removal. The rules for classifying the participants also depend on the difference in features they used in the text. The introductory, main, secondary, incidental and supernatural participant are different according to their roles in the discourse. The initial introduction of a participant differs according to the grammatical feature usage. Main, secondary, incidental and introductory participants can be introduced by the existential clause but there are some points that make them differ. For example, the secondary participants are initially introduced by the existential clause with the descriptive setting in the same way as a main participant but their descriptive setting is in a subordinate clause. In the other hand, other grammatical devices are specific to a particular participant type such as group introduction was used to introduce only the incidental participants. It is found that there are three main devices to reintroduce the participants: simple noun phrase, modified noun phrase and group reintroduction. Some devices are shared by many kinds of participant for example, the main and incidental participant can be reintroduced by simple noun phrase. The introductory participant was reintroduced with a pronoun phrase or a possessive phrase. Unlike the other type, incidental participant is only one which was reintroduced as a member of a group.

The maintenance of participant's identification can be classified into two main groups: normal and auxiliary devices. Normal devices including reference, kinship, proper name and deletion was used to maintain all type of participant. On the other hand, auxiliary devices including collocation and reiteration are specific to particular situation for example, there are a variety reference of participant when he participates in the scene. These reference depend on the relationship between them. It is more difficult to trace back when there is a change of participant's personality. So the suggestion offered in this chapter dealing with a potential of confusion will be helpful for the non-Thai readers.

The removal of participant seems to be the most significance of this paper since all of the text deals with the transformation which was one way to remove a participant. We classified the removal of participant into two main group: actual and non-actual removal. Actual removal refers to a removal of participant when he finish his role and never come back to the scene again. Actual removal can be subdivided to final removal and character transformation. In this type, the difference feature were used for example, the main participant was removed by the personal pronoun.

The non-actual removal concerns a participant who is not exactly removed from the scene but is left behind when there is a change of participant or a scene change. It can be subdivided to a temporary departure, participant change. Each participant types can be removed by the difference feature in a non-actual removal such as the incidental participant was removed from the scene by deletion in the object slot.

These information will be helpful in study about the identification of participant in any types of discourse. It also provides the knowledge on reference and clue to trace back the reference using in that text too.

2.0. Significance for Language Teaching

Discourse is used as a means of communication and the idea or the content is presented in a groups. The study of discourse is very important aspect of language learning. Longacre (cited by Pickering 1974:8) affirmed that

It is impossible to achieve a correct grammatical analysis of language without accounting for its discourse level convention.

Discourse is also cover how each information are related to each other. So the cohesive element should be studied. Participant is one of that cohesive element. According to Callow, cohesion is how participant and event mentioned in the utterance relate to other participant and events already mentioned in the discourse.

So the study of participant identification in the discourse is very helpful for language learning in case that it provide the knowledge of referencé for the student. The student will know that who that reference refer to.

The study of participant identification also provide the knowledge about the cohesion to the student. The knowledge about the cohesion is very helpful in teaching writing. The student will know how to write an essay in a smoothly way. They will also know how to make a prominence, find out the main idea and how to use the refernce. These knowledge will help them to make their essay flows smoothly and in coherent way.