

CHAPTER V

CONCLUSION, IMPLICATIONS, LIMITATIONS AND RECOMMENDATIONS

This study was conducted to answer the following questions: 1) What Appraisal elements were used by the senior high school students in writing argument texts? 2) How does the use of Appraisal elements contribute to achieving the purpose of the genre? Based on the findings and discussion that have been presented in the previous chapter. This chapter serves as the culmination of this research, providing a comprehensive synthesis of the findings, reflecting on their broader implications, acknowledging the limitations, and offering recommendations for future work. This chapter aims to summarize the essence of the study, highlighting the key outcomes and their significance. In this way, it provides a complete understanding of the research contributions and suggests directions for future investigations.

5.1 Conclusion

The conclusion of the study is that despite some limitations, this study successfully addresses the questions on Appraisal system used by senior high school students and how each element of Appraisal contributes to achieving the purpose of the argumentative genre.

Regarding the first research question, the findings elaborate that the students' writing in the argumentative genre, represented by the three levels of students' writing performance, generally uses all the main subsystems of Appraisal: Engagement, Attitude, and Graduation. Engagement strategies are the most frequently used by the students in both Exposition and Discussion writings. Hence, the students' argumentative writings can be considered to be appropriate because Engagement is an essential aspect of argumentative discourse in managing the interpersonal relationships. Moreover, the Exposition writings show more Attitude than Graduation, while Discussion writings show more Graduation than Attitude. Regarding the finding above, the students' Discussion texts are assumed to be richer in controlling arguments compared to Exposition text, leading to emphasize and sharpen certain points to influence the reader's opinion.

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*APPRAISAL REALIZATION IN SENIOR HIGH SCHOOL STUDENTS' ARGUMENTATIVE WRITINGS:
SYSTEMIC FUNCTIONAL LINGUISTICS PERSPECTIVE*

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In the use of Engagement, there are noticeable gaps in using *Monogloss* and *Heterogloss* by students at all performance levels. First, in writing Exposition, the eleventh-grade students tend to use *Monoglossic* assertions to assert their stance. Second, in writing Discussion texts, the students' use of *Heteroglossic* strategies, particularly entertaining diverse viewpoints, is evident but inconsistent. High and middle achievers use a more balanced approach, while low achiever struggles to maintain this balance. In the use of Attitude, especially in Exposition writings, all the texts only show positive Attitude. Moreover, there are not much different on using Attitude especially Judgement and Appreciation by high, middle, and achievers, yet low achiever shows additional Affect while others not. On the other hand, in Discussion writings, the most used Attitude is Appreciation. More specifically, middle achiever wrote most Attitude, followed by low and high achievers. While middle achiever shows more balance positive and negative Attitude, low and high achievers tend to write more positive Attitude. In the use of Graduation, both Exposition and Discussion texts show the frequent use of Force especially Intensification subtype both modified and infused Force compare to Focus. To be specific, High, middle, and achievers' Exposition texts show no significant differences on the use of Graduation with Infusion force notably. On the other hand, high achiever of Discussion text shows significant use of Graduation, both modified and infusion force and focus, followed by middle and low achiever. Hence, the students are assumed to amplify the degree of quality or quantity rather than to create more precise and narrowly defined evaluations in their writings.

Moving to the second research question, the students' argumentative writings cover elements of appraisal that contribute to achieving the genre's purpose. All six texts utilize Engagement, Attitude, and Graduation to voice the writer's stance, invite reader engagement, and incorporate emotion into the texts to achieve the purpose of the genre, which is to persuade readers by facilitating the readers' decision making. The analysis reveals that the use of Appraisal elements in students' argumentative writings in contributing the argumentative genre purpose shows similarity and difference regarding the preference of Engagement, Attitude, and Graduation use by

the students among high, middle, and low proficiency level both Exposition and Discussion texts. The frequent use of Engagement strategies, particularly the dominance of *Monoglossic* assertions in high achievers' argumentative texts, the predominant use of *Heteroglossic* Expansion in students' Exposition writings, and the use of both *Heteroglossic* Expansion and Contraction in students' Discussion writings, highlights the students' attempt to manage the interaction between their stance and the readers' potential responses. The ability to appropriately use *Monogloss* and *Heterogloss* is crucial in argumentative writing as it allows the writer to assert their stance while also acknowledging other perspectives, enhancing the persuasive quality of their texts. However, gaps on students' choices of linguistic items to realize Engagement are also found such as overuse of Modality "can" and rarely use of Attribution sources to strengthen the arguments.

The students' use of Attitude, especially the positive Attitude in Exposition texts and the balanced positive and negative Attitude in Discussion texts, shows their ability to evaluate and express their stance on the subject matter. This use of Attitude helps in persuading the readers by providing evaluative judgments that reinforce the writer's arguments and convince the readers regarding writer's position in the text. However, the additional use of Affect by low achievers in both text types and the prevalent use of Judgement in Exposition texts and Appreciation in Discussion texts suggest variations in how students across different proficiency levels incorporate emotion and evaluation into their arguments. Nevertheless, the use of Affect by low achievers in certain level may affect the academic tone of their writings, showing more personal arguments.

Graduation, particularly the use of Force, plays a significant role in amplifying the degree of quality or quantity in the students' arguments. The frequent use of Intensification in both Exposition and Discussion texts indicates that students aim to strengthen their arguments through amplification, contributing to convince readers. However, the struggle to effectively use various types of Graduation, especially among low and middle achievers, highlights a gap in their ability to control the strength and weakness of their arguments, which is essential for persuasive writing.

5.2 Implication of the Study

This research is expected to serve theoretical, practical, and policy contributions to teaching and learning argumentative genre especially in the level of senior high school.

Theoretically, the current study enhances our understanding of the genre-specific features and Appraisal strategies in students' argumentative writings. It provides a detailed framework for analyzing the structural and functional aspects of Exposition and Discussion texts, which can inform future research and pedagogical approaches.

Practically, the findings offer valuable insights for educators on how to scaffold instruction in argumentative writing. By highlighting common gaps and strengths among different proficiency levels, teachers can tailor their feedback and instructional strategies to address specific needs. This includes emphasizing the importance of clear thesis statements, coherent argumentation, and effective use of Appraisal elements.

Teachers need to comprehend the Appraisal system and the use of language to evaluate effectively. Providing students with a range of texts that include such evaluative language can help them understand and employ these strategies in their writing. Additionally, when scoring and evaluating students' argumentative writing, it is recommended that teachers include the Appraisal system as one of the aspects to evaluate. This approach will provide a more comprehensive assessment of students' abilities to articulate their stance, engage the reader, and incorporate values and emotions into their texts.

Finally, from a policy perspective, the study underscores the necessity of integrating explicit genre-based and Appraisal instruction into the senior high school curriculum. Policymakers should consider developing comprehensive writing programs that include training on the structural and evaluative components of argumentative writing to better prepare students for academic and real-world communication.

5.3 Limitations of the Study

While the study provides valuable insights, it is not without limitations. The limitations can be identified in two main areas: data analysis techniques and sample

size. Firstly, the study relies solely on textual analysis of a single set of texts gathered at one point in time, which could introduce issues of subjectivity in the analysis results. The qualitative nature of the analysis, while providing in-depth insights, may also lack the robustness of other research methods and approaches for triangulation. Secondly, the sample size is relatively small, comprising only three texts each from eleventh and twelfth-grade senior high school students, representing high, middle, and low achievers. This small sample size may limit the generalizability of the findings.

5.4 Recommendation

Considering the limitations acknowledged in this study, several recommendations for future research are made.

To enhance the rigor and reliability of future studies, researchers should consider employing a diverse range of data collection methods. While the current research relied on the analysis of student texts, future studies could benefit from additional methods such as observation, interviews, and longitudinal studies. Observation and interviews can help researchers collect perceptions from a larger sample of participants, providing insights into both teachers' and students' understanding and application of Appraisal elements in argumentative writing. Hence, it can offer in-depth qualitative information, allowing researchers to understand the pattern in students' use of evaluative language and its impact on their argumentative effectiveness.

Furthermore, longitudinal studies that track students' writing development over time would provide a clearer picture of the impact of instructional interventions on their ability to employ Appraisal elements effectively. This approach would help in understanding how sustained practice and feedback influence students' argumentative writing skills.

To address the constraint of the limited sample size, future research should include a more diverse group of participants, such as students from different educational backgrounds and contexts. Additionally, involving teachers with varied teaching experiences and training can provide broader insights into the teaching and evaluation of argumentative writing.

Moreover, future studies may conduct more frequent and extended classroom observations to gain a comprehensive understanding of how Appraisal elements are taught and utilized in different educational settings. This can enable a better understanding of the practical challenges and successes in teaching evaluative language and argumentative writing. Therefore, it can give information on how the instructional practices focus on the teaching of Appraisal.

By implementing these recommendations, future research can build on the findings of this study, providing more robust and generalizable insights into the teaching and learning of argumentative writing in senior high schools.