CHAPTER V

CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

This chapter presents the conclusions drawn from the thesis findings and discussion on the students' exposition texts in terms of schematic structure, linguistic features, and ideational metaphors and on how the effective deployment of ideational metaphors helps develop students' exposition writing in terms of linguistic features. Additionally, it acknowledges the limitations of the study and provides valuable recommendations for researchers interested in the topic of grammatical metaphors.

5.1 Conclusions

The current study was conducted to address two research questions: (1) How are the students' exposition text writings in terms of structure, linguistic features, and ideational metaphors? (2) How does the effective deployment of ideational metaphor help develop students' exposition writing in terms of linguistic features? The results are elaborated as follows.

Based on the first research question, it was found that the teaching process contributed to the student's ability to compose analytical exposition texts that fulfill proper schematic structure, linguistic features, and ideational metaphors. It was also found that high-achieving students demonstrated the highest frequency and variety of ideational metaphors compared to their middle low-achieving counterparts. Among the three different levels of texts, the shift from Process to Thing was the most prevalent across the texts, with 71 occurrences in total. This was followed by shifts from Quality to Thing (43 occurrences), Circumstance to Quality (42 occurrences), Relator to Circumstance (41 occurrences), and Process to Quality (38 occurrences). Shifts from Relator to Circumstance appeared 16 times, while shifts from Process Type A to Process Type B only occurred twice. The other three shift types, such as shift from Phase of Process to Thing, Conation to Thing, and Modality of Process to Thing, occurred only once each.

Moving to the second research question, it was found that the effective deployment of ideational metaphor help develop students' exposition writing in terms of linguistic features, particularly through technicality, abstraction, and

reasoning. First, the effective deployment of ideational metaphor significantly enhances students' exposition writing by facilitating technicality, abstraction, and reasoning within their texts. By leveraging grammatical metaphor, particularly through nominalization, students can condense complex clauses into technical terms that streamline their arguments and reduce redundancy. This technique not only simplifies the presentation of ideas but also contributes to the precision and conciseness of their argument. Secondly, the use of abstraction through grammatical metaphor allows students to introduce and elaborate on complex concepts more effectively. By transforming actions and processes into abstract nouns, students can construct more generalized and sophisticated arguments, reinforcing their thesis statements and arguments with clarity and depth. Finally, grammatical metaphor aids in creating reasoning within a clause, making arguments more direct and impactful. Instead of relying on external conjunctions and multiple clauses to convey causal relationships, students can use metaphorical expressions such as "lead to" or "due to" to embed reasoning within single clauses. This enhances the rhetorical power and effectiveness of their arguments. Overall, the strategic application of ideational metaphor in exposition writing not only aligns with the linguistic features required for analytical exposition texts but also equips students with advanced skills in technicality, abstraction, and reasoning. Mastery of these metaphorical techniques contributes to more persuasive, coherent, and academically rigorous writing.

5.2 Limitations of the Study

The researcher acknowledges several limitations of this study, particularly concerning the small number of student texts included in the analysis.

Firstly, while this study examines student texts produced following a cycle of instructional teaching, it does not account for the specifics of the teaching process itself. To gain a comprehensive understanding of how ideational grammatical metaphors are conveyed to students, future research should investigate the methods and strategies employed by teachers in instructing these metaphors. This includes analyzing how teachers plan and deliver lessons focused on grammatical metaphors. Furthermore, the study did not evaluate the lesson plans that underpin the teacher's conceptual grasp of ideational metaphors or assess how these plans

influence the teacher's effectiveness in teaching these concepts. An exploration into the alignment between lesson plans, teacher knowledge, and instructional practices would provide valuable insights into the teaching and learning of grammatical metaphors.

Secondly, the study analyzed only nine analytical exposition texts composed by students across different achievement levels: low, middle, and high achievers. However, this relatively small sample size raises concerns about the representativeness of the findings for the broader population of EFL learners in Indonesia. Such a limited number of texts may not capture the full range of proficiency levels among Indonesian EFL learners. Therefore, insights drawn from a small sample may provide valuable information, but they may not generalize well to Indonesian students in general.

5.3 Recommendations for Further Research

Based on the findings and limitations of the current study, the researcher offers several recommendations for future research. Firstly, Future research should focus on the teaching of ideational metaphors and evaluate the effectiveness of teaching instructions. It is essential to investigate how well teachers are prepared to teach this concept, including their understanding and the resources available to them. Additionally, examining the challenges faced by both teachers and students is crucial. By addressing these areas, future studies can help refine teaching strategies and improve learning outcomes for ideational metaphors.

Additionally, scholars interested in grammatical metaphors in EFL academic writing should consider employing longitudinal studies to track the developmental trajectory of students' writing over extended periods. This approach provides a nuanced understanding of how grammatical metaphors, particularly ideational ones, evolve among EFL learners over time. Secondly, conducting corpus studies would be invaluable. Such studies offer a comprehensive and systematic analysis of large bodies of text, enabling researchers to uncover patterns that may not be apparent in smaller samples. By analyzing the corpora of EFL academic writing, researchers can derive findings that are not only insightful but also generalizable across different contexts and characteristics of learners.