CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations of this study. the conclusions are drawn from the findings and discussion of this study. the aims of the study itself are to explore: 1) how cohesion as a semantic relation is realized through the internal conjunctive relations; 2) how cohesion as a semantic relation is realized through the external conjunctive relations and 3) how is cohesion is realized through both the internal and external relations. Then, the implication of this study is also presented in the next section. In addition, this chapter provides recommendations for other researchers and teachers interested in conducting similar studies related to the topic under discussion.

5.1 Conclusions

The conclusions of the study in this section will be arranged based on the aims of the study. The cohesion as a semantic relation is mostly realized through the internal additive relations with 37 occurrences (48.05%), followed by the internal temporal with 17 occurrences (22.08%), the internal adversative with 13 occurrences (16.88%) and the internal causal with 10 occurrences (12.99%). The high frequency of the internal additive relations was because the students need to propose their evaluations in the texts. This is considered as having things to do with the type of the text that is exposition. As proposed by Rose and Martin (2012), the argument genre that includes exposition text contain implicit evaluations. An implicit evaluation itself is an evaluation that needs to be inferred by the readers by knowing first the function of the text. In expressing the internal adversative relations, the students tend to propose their personal expectation toward the subject of the matter. This is also in line with the characteristics of the text in which students are supposed to attach their point of view rather than exposing the facts of the subject matter of their discussions. Next, the internal temporal relations were used to introduce the next points of the discussion. This dominance over the external temporal relations is, again, because in

the text of the argument genre, the writers need to propose points of arguments of the discussion. Next, the internal causal relations usually take place in the last part of a discussion. For instance, the students use them in the final part of the paragraph or the final part of the text. It might be due to the conclusive sense of carried by the internal conjunctive relations.

Secondly, the cohesion as a semantic relation is mostly realized through only one external relation that is a temporal one. This is because when the students provide the factual information regarding the subject of the matter, they tend to give some degree of evaluation. In other words, they still impose their thought or arguments.

Thirdly, the cohesion as a semantic relation is realized by the conjunctive relations with both the internal and external sense. It is realized through 12 adversative relation s (57.14%), 5 causal relations (23.49%), 2 additive relations (9.52%) and 2 causal relations (9.52%). In expressing the relations, the students provide some facts regarding the subject of the matter and also give some evaluations. This, in the terms proposed by Rose and Martin (2012) is considered as explicit evaluation in which the writer prescribes the judgment rather than the conditions to make the judgment.

Finally, cohesion as a semantic relation in the students' exposition texts is mostly realized by the internal conjunctive relations. It is because the students need to propose their judgments or evaluations in exposition texts. Then, the external relations when a student needs to provide some factual information regarding the topic of discussion. In addition, the conjunctive relations with both the internal and external sense occur when the students involve both factual information and some degree of judgment or evaluation.

5.2   Recommendations

The pedagogical implication of this study was that by understanding the concept of the internal and external conjunctive relations, the EFL learners would be able to apply conjunctive items appropriately in order to build cohesion in their texts. Since each text type has its own rules and characteristics, it is suggested that further

researchers explore similar topic in different types such as argumentative writing. Not only that but, the level of education determining the EFL learners' background knowledge regarding conjunctive relations might affect the establishment of cohesion in the texts. Thus, exploring similar topic in different level is also recommended.