CHAPTER V
CONCLUSION AND SUGGESTIONS

There would be two sections in this research. The first section delivers the conclusion of this research by reiterating the summary of the findings and the discussion. The second section would then provide several suggestions for future research with similar interests and goals.

5.1 Conclusion

This research has managed to achieve its goals, namely: 1) to measure the prominence of clause complexes in report texts written by EFL learners of secondary education; and 2) to investigate and detail the application of taxis and logico-semantic relations in report texts by high-achieving, middle-achieving, and low achieving EFL learners. It was found that clause complexes did occur in texts written by students of all achievement groups, but only made up the minority of all sentences within the texts. All students who participated also demonstrated their capabilities of incorporating logico-semantic relations and clauses interdependency to a certain degree to convey their intended messages. Hypotactic enhancement was found to be the most common subtype of logico-semantic relation, followed by paratactic extension. Idea was found to be the least realized logico-semantic relation, with only one occurrence of hypotactic idea recorded. The findings of this research are also consistent with the findings reported in the previous studies regarding clause complex.

This research also revealed a new finding regarding the relationship between clause complexing and students' achievement group, in which the data available from this research suggests an inversely proportional relationship between the two. But, as there has yet to be a similar research that employs stratification on its participants, there is little to nothing to do to confirm this finding.

Overall, however, this research has achieved its goal in order to provide a contribution in this area of research. The researcher hopes that this paper can be used as a reference for future studies.

5.2 Suggestions

Due to the limitations of the current study, there are several suggestions for future research on similar topic. First, as mentioned earlier, there has yet to be a proof to confirm the relationship between students' writing ability and clause complexing, in which it was implied that students with higher scores are less likely to write clause complexes, so research that delves into this particular focus would be a welcome one. It is possible to incorporate interview sessions with the authors of the analyzed texts in order to understand the students' perspectives regarding this matter and to accumulate more qualitative data to achieve a more comprehensive conclusion.

There should also be research with embedded clause as its main focus, as it is an aspect of clause complex that was not thoroughly explored in the current research, or even research on clause complex in general.

It is also recommended to involve more kinds of texts, such as recount texts, procedure texts, or even narrative texts, which may possess different qualities in terms of taxis and logico-semantic relation realizations. For example, narrative texts may involve more projecting relations, as they may contain monologues or dialogues, unlike the description-heavy report texts.

This research is also expected to raise awareness regarding the importance of writing with a degree of complexity for EFL learners to the teachers. Hopefully, with this research, teachers would pay more attention to the students' abilities in writing clause complexes, instead of only focusing on grammar and writing mechanics.