CHAPTER V

CONCLUSION

This chapter presents the important findings and discussion in the previous analysis. They are considered as the final answer to the research questions written in the previous chapter. This chapter also offers recommendations for the study and data based on the finding and discussion.

5.1 Conclusion

According to data collected, it can be concluded that from the ten essay written by students in the fourth semester in EAD class, there are 225 relation of taxis and logico-semantic. The types of taxis found in the essay are parataxis and hypotaxis which students make use all of the relation in writing the essay. In the present study found that the hypotaxis is the frequently used by students with the total 136 relations then followed by parataxis with 89 relation. This is showed that students tended to write their essay in unequal status in which the clauses are dependend to each other. The findings also revealed that the students frequently used enhancement in writing their essay with total 104 relation, then followed by extension, elaboration and the last is projection. The students tend to use enhancement to enhance the meaning of another by qualifying it in their essay writting in order to support their ideas in providing arguments or point of view, and to give the recommendation. Meanwhile, in terms of logico-semantic function that represented in each logico-semantic relation, this study found that the

students mostly used addition from extension to join the clause by adding the new information to support their ideas.

In addition, the types of taxis arnd logico-semantic relation produced in students' essay, especially in each essay structure; Introduction, Main Body and Conclusion, are prove the strenght of the students' writting which relevant with the structure of essay which consist of indicators and also the characteristics of the essay, especially in academic writing.

5.2 Implication

After doing some research in regards to the logico-semantic relation used in students' final assignment essay also implies several implications; the first one is the students are suggested to consider to apply the logico-semantic relation when they writing essay, articles, thesis, etc. Second, the student should be careful with the marked and the meaning represented in the logico-semantic relation. Third, the student should learn how to use the logico-semantic relation more deeply for better writing. Lastly, the English Language and Education Study Programme is suggested to strengthening the student awareness of the logical meanings in their writing. This can be done at the very beginning of the class which conducted writing as the assessment.

5.3 Recommendation

Referring to the conclusions of the findings, the recommendation are offered to the next research as the following; first, since this study is randomly choose the

topic of essay, the next researcher can be based on the kinds of essay or writing to get more specific. Second, since this study is based on all types of logico-semantic relation, perhaps the next study can be focus only in one types of logico-semantic. For example in the expansion only or projection only in another text or media. And the last, since this study only analyse from the written text, perhaps the next study can be focus in oral presentation or text found in Electronic Mediated Communication, for example E-mail or Padlet.