# CHAPTER V

# CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions and recommendations. In the conclusions, the researcher will conclude the research findings and discussions from the fourth chapter. Then, the researcher will give recommendations regarding to the topics in this research to the readers who have interest in the similar area.

## 5.1 Conclusions

From the findings, the researcher concluded that hypotaxis is frequently used than parataxis with the total of hypotaxis is 89 out of 145 times used, while the total of parataxis is 56 times used. It means that the students tended to write the background of the study section by using the unequal status which the clause is dependent on another clause. In addition, the kinds of logico-semantic relation that are frequently used in the background of the study section of *skripsi* are elaboration meanings with 38 out of 145 clause nexus. The elaboration meaning *description* with total of 31 is frequent found to describe the primary clauses.

Also, the researcher concluded that elaboration meanings are dominating Move 1 (establishing a research territory). Based on the findings, in Move 1, the elaboration functions are used to generalize topics by stating, exemplifying, clarifying and describing current knowledge about the problem being discussed.

It can be concluded that undergraduate students of the English Language Education program have a tendency to elaborate more ideas, either by providing additional information or examples, and explaining ideas, than to compare or enter ideas.

On the whole, the choice of relation used in the background of the study section of *skripsi* depends on the meanings they want to deliver. If the students want to specify or describe other things, elaboration will be chosen. If they need to add something new to their writing, they will use extension. If they want to expand by adding the circumstance, then the enhancement will be beneficial. And if they want to quote or project locution or idea, they will use projection.

## 5.2 Recommendation

This study deals with the use of logico-semantic relation which are used in the writing of the background section of *skripsi* written by English Language Education undergraduate students of Universitas Negeri Jakarta. Therefore, based on the result of this study, the recommendations are:

1. For Students

   English Language Education Program students are recommended to use logico-semantic relation in their writing since the use of logico-semantic relation can help readers in understanding the writers' perspectives about the issue being discussed.

2. For Further Research

   English Language Education Program students who want to conduct this kind of research, particularly in the use of logico-semantic relation are suggested to investigate the alignment between the logico-semantic relation and the functions of those meanings in the academic writing in order to find out whether the meanings are used appropriately or not. It is also recommended for future researchers to do similar research in other kinds of academic writings, or in other specific logico-semantic relation.