

CHAPTER 5

CONCLUSION

This study has attempted to explicate 5 written-to-be-read speech texts delivered by the then Minister of Education, Dato' Sri Najib Tun Abdul Razak for the use of cohesive conjunctions. The framework used for the study was an adaptation of Halliday and Hasan's (1976) and Martin's (1992) models of conjunctions. The texts selected for the study were all expository texts of the hortatory type.

In this study, the cohesive conjunctions used in the chosen texts were identified. Then, the conjunctive relations of the conjunctions were determined according to the contexts in which they appeared. Finally the internal/external use of the conjunctions were established.

The findings revealed that some conjunctions which were found in the texts studied were not included in Halliday and Hasan's (1976) summary table of conjunctive relations. These conjunctions are *as such*, *in this context* and *apart from this*. This suggests that Halliday's table of conjunctive relations is not an exhaustive one. More studies on a variety of writings, factual in particular, could add towards the resources of conjunctions that are available in the English Language.

The study also revealed that not all conjunctions fit into the classifications/subclassifications proposed by Halliday and Hasan (1976) all the time. In some instances, it could differ according to context. An example of this, is the use of 'in fact'. While it has been suggested as an adversative conjunction, text samples found in the study proved to be more of additive. This does not rule out the possibility of an adversative function for 'in fact'. It simply means 'in fact' may convey an additive meaning as well.

The analysis also shed some light on the use of the 'contrastive however' in the internal sense. About half the occurrence of 'however' in the contrastive form are internal. This clearly shows the popular use of the contrastive 'however' internally to organise an argument. In Halliday and Hasan's (1976) summary table of conjunctions, the use of the 'contrastive however' is only in the external sense.

The study revealed too that internal conjunctions predominated in all the five texts studied. This only goes to show the importance that should be accorded to the instruction of internal cohesive conjunctions (connectors) especially in weaving a

factual essay into a well organised text. Therefore, it is hoped that insights gained from this study could contribute towards new methods of teaching cohesive conjunctions especially in a second language environment like ours.

It is also believed that this study could find its application in the field of public speaking where, the need for smooth connection of information lend itself to the use of cohesive conjunctions or connectors.

However, I believe this study may be complemented by other lines of enquiries. For example, an investigation into the effectiveness of these conjunctions in facilitating one's comprehension of the messages put forward could be established, especially since the texts were read aloud. It may be interesting to study if the comprehension was attributed more to the prosodic signals employed by the speaker rather than the conjunction itself.

Another line of investigation that could further complement and enrich the findings on cohesive conjunctions, is an analysis of speech texts delivered by other politicians or public figures. If cohesive conjunctions were not popularly used, it could be investigated if it had any effect on the comprehension of the message read out. Such studies could only add to the richness of information available on conjunctions, in particular cohesive conjunctions.