

CHAPTER 5

CONCLUSION

5.0 Introduction

This chapter functions as a tie up to what has been presented so far in Chapter 1, 2, 3 and 4. The findings of the present study are summarised here. The implications of the findings in Chapter 4 are also discussed in relation to ESL teaching and learning.

5.1 Summary of findings

The purpose of this study has been:

- to investigate the way semantic relationships are formed between two lexical items in two texts from the genre of newspaper commentaries.
- to unfold the schematic structures organised in such texts.
- to encode the interaction between lexical cohesion and schematic structure in order to show the frequency of occurrence of the lexical strings in various stages in the texts.
- to capture the cohesive force that cohesive lexical items possess.

The theoretical framework suggested by Martin (1981, 1985b & 1992) has been used to describe the lexical relations in this study in 'A Pandora's box of ethical paradoxes' (Text 1) and 'Struggle to be free' (Text 2) as shown in Chapter 2 and 3. The findings from the lexical cohesion analysis suggest that repetition is the most favoured cohesive tie in Text 1 and 2. Text 1 and 2 share four primary strings that have the same heading. They are *Twins*, *Medical practitioners*, *Surgery*, and *Life and death*. This shows that both texts follow a consistent register complimentary to their "Field", "Mode" and "Tenor" (as shown in Chapter 3).

The analysis of schematic structure reveals that Text 1 is composed of 9 stages. Likewise, Text 2 is composed of 7 stages. The

thesis statement in Text 1 was S 39, which is found in the Conclusion. On the other hand, the thesis statement in Text 2 was identified as S 14 and is found in Argument 1. These findings suggest that expositions created authentically such as Texts 1 and 2 do not necessarily produce the thesis in the Introduction.

This revelation is contrary to the schematic structures of exposition suggested by Martin et al. (1983: 87). Table 5.1.1 presents the schematic structures of various types of exposition as proposed by Martin et al. (ibid). The type of expository relevant to the texts in this study is the argumentative one.

Table 5.1.1 The schematic structures of various types of exposition

Type of exposition	Introduction	Body	Conclusion
Explanatory (A) (explain what)	Indicate subject and classes	Present classes in an order	Review
Explanatory (B) (explain how/why)	Indicate phenomenon to be accounted for	Analyse contingent relationships in data	Restate
Interpretative	Propose theme to be discussed	Apply thematic key to data	Affirm viability of view
Evaluative	Indicate judgement to be sought and criteria to be used	Test data against criteria	Affirm validity of evaluation
Argumentative	Propose thesis to be defended	Argue grounds	Formulate logical conclusion

(Source: Martin et al. *On the analysis of exposition*, 1983:87)

In Table 5.1.1, Martin et al. propose that argumentative exposition incorporate the thesis in the Introduction stage. However, as mentioned earlier, Text 1 and Text 2 formulated their theses in the Conclusion and Argument 1 respectively. Perhaps, the genre of newspaper commentaries

displays a different kind of schematic structure than what Martin et al. propose in Table 5.1.1 because they are produced for natural reading and not concocted for simplified reading.

The cohesive force analysis reveals that mediated and remote ties are preferred in Text 1 and 2. This suggests that the primary strings in the texts carry a chain of presupposing items consistent to the issue raised. This leads to the revelation that since the lexical items are consistent with the issue in the texts, they must cohere with their context of situation. Thus, the texts analysed in this study create texture. Srinivass (1996) also highlighted this proposition when her findings suggested that her data cohered with its context of situation, contributing to the creation of texture.

5.2 Implications for ESL teaching and learning

In most ESL writing syllabuses, students are required to learn and master the skills to produce expository texts. ESL students are exposed to the nature of expository writing in the beginning, intermediate and advanced level of proficiency in the process of learning the language. Therefore, an understanding of genres that fall under expositions such as argumentative essays, newspaper commentaries and editorials, for instance, will help ESL learners to grasp the skills needed to produce such texts in a dynamic way. Thus, ESL instructors who possess an understanding of how these kinds of texts are produced in our culture will be able to impart their knowledge to their students effectively. Instructors

in their lessons in foreign language teaching should also incorporate the use of authentic texts. This would benefit learners of a target language by way of exemplifying the norms that native speakers of that language use when they produce texts. Eventually, these learners will take ownership of the language they intend to learn and apply it in the contexts of their own culture.

5.3 Conclusion

The present study has attempted to find answers to all of its research questions. The analysis was on lexical cohesion, schematic structure, interaction between lexical cohesion and schematic structure and cohesive force on two texts from the genre of newspaper commentaries. The findings suggest that repetition is the most favoured cohesive tie in both texts analysed. The stages in Text 1 are Introduction and background to the issue, Argument 1, Argument 2, Argument 3, Argument 4, Argument 5, Argument 6, Argument 7 and Conclusion. Meanwhile, the stages in Text 2 are Introduction, background to the issue, reactions from the public, Argument 1, Argument 2, the writer's personal experience and the Conclusion. Both texts share four primary strings, namely *Twins*, *Medical professionals*, *Surgery* and *Life and death*. On the other hand, the secondary strings appear to form clusters in regional areas in the texts. The cohesive force analyses suggest that mediated and remote ties are favoured most in both texts.

Although every effort has been made to be thorough and correct, errors may have occurred and would be the sole responsibility of the researcher's. In order to serve the perpetual path of science in the pursuit of truth, further comments, suggestions and criticisms to improve this study are very much welcomed.