

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the findings and suggestions for further research related to the present study in applying appraisal theory.

#### A. CONCLUSION

The researcher found three types of expressions of attitude in students' argumentative essays, including affect, judgement, and appreciation. The most type used is appreciation which occurs 165 times. It indicates that the essays tend to evaluate value, effectiveness and impact of the issue which reflects objective evaluation. Furthermore, the fact that judgement occurs 91 times indicates that students lack of linguistic resources to critically evaluate human agency and social responsibility. On the other hand, affect is identified as the least frequently used type of expression of attitude, occurring only 37 times in the data. It indicates that the students' argumentative essays tend to minimize the use of affective language in developing arguments.

In addition, the pattern demonstrates that students' argumentative essays align with the characteristics of argumentative essays which emphasize logical reasoning over emotional expression. However, the high density of certain attitude types often coincides with lexical repetition. This suggests that while students understand the genre's purpose, the students require a broader range of evaluative vocabulary to avoid repetition and enhance the strength of their arguments.

## **B. SUGGESTION**

Based on the results of this study, the researcher suggests several suggestions for students, teachers, and future researchers.

1. For the students

This study can be used to assist the students in understanding how interpersonal meaning is applied in an essay. Additionally, the students are expected to be more aware of how language can be used strategically to express ideas and strengthen arguments.

2. For the teachers

Teachers should guide students to use attitudinal resources strategically in their writing, particularly in argumentative essays. By providing guided practice, the teacher can assist the students to use evaluative language effectively in their essays to strengthen their arguments and enrich their evaluative vocabulary to avoid repetition. Moreover, the students can produce more critical and well-structured essays.

3. For the further researchers

The researcher suggests for the future studies to extend the scope of analysis by investigating the full appraisal framework, including attitude, engagement, and appreciation. Furthermore, this study applied appraisal theory proposed by Martin and White (2005). Therefore, incorporating complementary theories is recommended to enrich the analysis on how interpersonal meaning is constructed in a text.