

## **CHAPTER V**

### **CONCLUSION**

This chapter presents the conclusions and recommendations of the study. The conclusions provide the summary of all findings and discussion. The recommendations cover the suggestions for further research in investigating the Theme and Thematic Progression pattern. The recommendations are also addressed to teachers and students for the improvement of teaching and learning writing. Besides, there are two objectives of the study. The first objective is to investigate the Theme and Thematic Progression pattern constructed in senior high school students' descriptive texts written by low, middle, and high achievers. The second objective is to investigate students' awareness of the Theme and Thematic Progression patterns.

#### **5.1 Conclusions**

Based on the findings and discussions of the Theme and Thematic Progression, several conclusions can be drawn from the study. Regarding the first research question of the study, it is concluded that there are three types of Themes applied in senior high school students' descriptive texts, i.e. the Topical Theme, the Interpersonal Theme, and the Textual Theme. The first dominant Theme in students' descriptive text is the Topical Theme. The findings show that students give clear focus on the messages by understanding what element to put in the initial position and show a signpost for readers to predict what the text is about. The second dominant Theme in students' text is the Textual Theme. It indicates that students have the awareness to apply the linking function of the Textual metafunction and establish the logical structure to make coherent and cohesive texts. The least dominant one is the Interpersonal Theme. The limited number of the occurrence of Interpersonal Themes indicates that students expressed attitudes, points of view, and judgments in the texts sufficiently.

Dealing with the Thematic Progression Pattern in students' descriptive texts, it can be seen that two types of the Thematic Progression pattern are identified in students' text, i.e. Theme Reiteration pattern and Zig-Zag pattern. The Theme Reiteration pattern predominates the existence of the Thematic Progression pattern in students' texts. The finding shows that students succeed in maintaining the focus of the text's message by repeating the thematic

element of the clause in the subsequent clauses. The Zig-Zag pattern is the second dominant found in students' descriptive texts. It indicates that students are able to elaborate information in the texts by selecting, developing, and organizing the ideas. The last, the Multiple-Theme pattern is not found in students' text. The absence of this pattern shows that students are quite fair not applying this pattern because Multiple-Theme is less frequently used in the descriptive text compared to expository and argumentative texts.

Regarding the second research question of the study, the students have an awareness of the Theme and Thematic Progression pattern. They understand how the information is organized and developed within texts to create coherence, emphasis, and logical flow. However, their texts did not show the variation of the Thematic Progression pattern, especially the Multiple-Theme pattern. Thus, students are suggested to practice writing in sufficient frequency.

## 5.2 Recommendations

Based on the result of the study, the Topical Theme predominates the existence of the Theme students' descriptive text. Theme Reiteration patterns are also dominant in students' texts. Thus, there are several recommendations proposed in the study. For English teachers, it is suggested that teachers teach the variation of the Theme and Thematic Progression explicitly to students in order to construct clearer and more structured sentences. Emilia (2014) argued that teaching students to consciously organize their writing by using Themes and Rhemes can help them manage the flow of information in their texts and make them more readable. Besides, Thematic Progression is important in constructing cohesive and coherent texts and when students are aware of these patterns, they are better equipped to structure their writing (Martin & Rose, 2007). Teachers can introduce different Themes and Thematic Progression patterns and how they influence the organization of texts. They also guide students to identify the Theme and Thematic Progression in the texts and analyze the various genre of texts.

Based on the result of the interview, most of the students understand the concept of the Theme and Thematic Progression in writing descriptive texts. However, their result of writing did not show the variation, especially the variation of the Thematic Progression pattern. Hence, it is recommended for students to practice reading a lot and identifying texts so they can discover the variation of the Theme and Thematic Progression pattern in the texts.

For further research, it is recommended that future researchers investigate the Theme and Thematic Progression pattern in different genres and disciplines written by different

levels of students. The researchers are also suggested to investigate teachers' awareness of the Theme and Thematic Progression in order to get a comprehensive understanding of the use of the Theme and Thematic Progression in the school. In addition, future investigations should aim to explore the ideational, interpersonal, and textual meanings of the texts. Overall, these future studies can contribute to the improvement of writing cohesive and coherent texts.