

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion based on the data presentation, the data analysis, and the discussion of the findings from the previous chapter. This chapter also offers suggestions, particularly, for the teacher to consider several efforts to develop students' writing ability and to improve the process of English learning generally.

5.1 Conclusion

This study concerns analyzing thematic progressions of students' recount texts. It was conducted in one class of one public junior high school in Indramayu, West Java, Indonesia. A qualitative case study was employed in order to find the answer of the research question.

The results show that all students' levels of achievement had acquired the main purpose and the schematic structure of a recount text: orientation, record of events, and reorientation (Johns, 2002; Emilia, 2011). In addition, in terms of recount's linguistics features, all students' levels of achievement have different ability in employing the linguistics features in their recount text.

This study found out that only two types of thematic progression patterns are presented in the students' recount texts, those were the reiteration pattern and the zigzag pattern. The students mostly used the reiteration pattern to keep the text focus by repeating the same element as a Theme. This pattern allows the readers to find information easily in the text. In addition, by employing the zigzag pattern, the students attempt to make a sense of cumulative development of a text. This pattern indicates that the students introduce newly information by promoting the Rheme in a clause to the Theme in the subsequent clause.

Noviyanti, 2015

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In terms of the cohesion and the coherence of the text, the students were able to make coherent text in regard to thematic progressions employed in the text. The thematic progressions play an important role in promoting the cohesion and the coherence of a text both clause and text levels (Emilia, 2014, p. 264). She further stated that the significance of the use thematic progression helped to enhance the cohesion and the coherence of the text. As a result, the reader could predict what was going to be discussed in each element of a text.

5.2 Suggestion

Related to the findings, the discussions, and the conclusions of the study, the researcher proposes several suggestions for further study mainly in employing thematic progression analysis of text.

Firstly, for the teachers, it is recommended that they shall pay more attention to advantages of employing thematic progressions analysis applied in English learning process to allow students to gain a better control of text organization and development. An understanding of thematic progression can be very useful for both study and work where students may need to read and write longer texts such as textbooks, essays, and report (Butt et al., 2000). In line with Butt et al., Emilia (2014, p. 247) say that knowledge of thematic progressions is very useful for teacher and language learner. Furthermore, the result of this study can motivate the teachers to improve their professional competence in teaching by conducting research on analyzing the text produced in their classroom.

Secondly, for further researchers, it would be better to analyze thematic progression beyond Recount text. They can analyze other text types such as Descriptive, Narrative, Report, Exposition, Explanation, New Items, and

Discussion. By applying thematic progression analysis in various text types offer more elaboration of how the ideas are organized textually.

Lastly, it is also recommended for further researchers can analyze the text by using Transitivity, Mood system, or other devices to elaborate the detail of the structure of the text.