

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations of the study. The conclusions section wraps up the study and summarizes all the final findings. The recommendations section provides the suggestions for further research, generally in text analysis using SFL, particularly in investigating the Theme and thematic progression. Besides, the recommendations are also directed to the teachers and students, intending for the improvement of teaching and learning writing.

5.1 Conclusions

This section aims to answer the research questions proposed in Chapter I of this study. The first research question deals with the types of Themes and thematic progression patterns realized in students' analytical exposition texts. The second research question concerns the implications of Theme and thematic progression in supporting the nature of analytical exposition texts.

Based on the findings of Theme and thematic progression analysis, several conclusions can be drawn from the study. In terms of the Theme system, it is found that there are three types of Theme employed by the students, i.e. the Topical Themes, Interpersonal Themes, and Textual Themes. The Topical Theme includes the marked and unmarked Themes, the Interpersonal Theme involves the use of unfused finites, mood adjuncts, and comment adjuncts, while the Textual Theme applied in students' texts consists of tactic conjunctions and cohesive conjunctions. The Topical Theme appears to be the predominating Theme type which are implemented in students' analytical exposition texts. It occurs 481 times (67.27%) in students' texts. This findings indicates the students are aware of what element to be put in the initial position, and that they are able to signpost where the information comes from and where it leads to. After the Topical Theme, the Textual Theme is apparently found in a high proportion in the students'

analytical exposition texts. It happens 213 times (29.79%) in students' texts. This signals the students' ability in maintaining the logical relation of arguments to make their texts cohesive and coherent. The least frequent Theme is the Interpersonal Theme. It appears only 21 times (2.94%) in students' analytical exposition texts, signifies that the students have the knowledge of using the modulation and the modalisation sufficiently; only for stating their positions in the texts, without further using them repeatedly in their writings.

Regarding the thematic progression pattern, it is found that there are also three types of thematic progression pattern used by the students in composing their analytical exposition texts: the Theme Reiteration pattern, the Zig Zag pattern, and the Multiple Theme pattern. From the three, the Zig Zag pattern dominates thematic progression pattern in the students' texts, with the number of occurrence 92 times (47.21%). The Zig Zag pattern happens only in the clause level in students' texts. This shows the students' ability in developing the cohesion of their texts. Following the Zig Zag pattern, the Theme Reiteration pattern occurs also with the high number of occurrence in students' analytical exposition texts. Making a very slight difference of proportion from the Zig Zag pattern in students' texts, it occurs 90 times (45.68%) in the texts. This pattern also happens merely in the clause level in the texts. This indicates that students are able to keep the texts focused by repeating the same Theme consecutively in some clauses. The last type of thematic progression pattern implemented in students' analytical exposition texts is the Multiple Theme pattern. It has the least proportion in the texts, with the number of occurrence 14 times (7.11%). This pattern happens both in the paragraph level and in the text level in the students' texts. The application of this pattern means that the students have the knowledge to signposts their primary arguments in their texts. The implementation of Multiple Theme pattern is a criteria of highly academic writing, which leads to the deduction that the students have been able to make good writerly texts. Thus, the teaching writing through the implementation of SFL GBA conducted by Emilia, et

al. (2014) is proven successful in terms of the use of Theme and thematic progression in students' analytical exposition texts.

Dealing with the implications of the Theme and thematic progression in supporting the nature of analytical exposition texts, it is found that both the Theme and thematic progression do support the nature of analytical exposition texts that the students create to some extent. In terms of the Theme system, all the three types of Theme contributes the nature of this genre. The Topical Theme represents the generalized participants (either human or non-human) as one of the linguistic features of analytical exposition. The Interpersonal Theme plays the role of stating the student writers' position in their writings. In analytical exposition, it is crucial for the writers to state their point of view before displaying their arguments, therefore the Interpersonal Theme is required. The Textual Theme have the duties of building cohesion and coherence in the texts generally, and also linking the logical steps of arguments in the analytical exposition texts particularly. In terms of thematic progression, all three patterns also support the nature of analytical exposition texts. The Theme Reiteration pattern helps the students maintain the focus of issues being argued, yet it provides ease to the students to elaborate the issues in the texts. The Zig Zag pattern enhances the arguments in students' writings, particularly in the relation of causality. In the meantime, the Multiple Theme pattern helps students to signpost the main arguments in their texts.

5.2 Recommendations

There are several recommendations proposed from the findings of this study, concerning the teaching and learning of writing in educational settings. For English teachers, it is required that teachers teach their students to write texts using the thematic progression pattern to develop the cohesion of the texts, because it improves the flow of the students' texts, and "the quality of writing can dramatically improve if attention is paid to thematic progression" (Butt et al, 2000: 152). Therefore, teachers are highly recommended to enrich the students'

awareness of text organization towards the thematic progression patterns. Also, it is highly suggested for the teachers to teach SFL (all the three metafunctions) to the students in order to be able to make a perfect writing. For students, it is important to be conscious that if they want to convey information effectively and successfully and write a cohesive composition, “they ought to focus on the theme system because it is crucial, and has an immediate impact on writing” (Ebrahimi & Khedri, 2012). The theme system enable students to organize their own writing effectively, and it may prove a useful tool when students need to write longer texts such as essays and reports. Besides, the students are suggested to better manage their information particularly in writing to achieve the communicative goal effectively through the thematic organization.

It is also recommended that further researcher to investigate the Theme and thematic progression in other genres of texts such as descriptive, explanation, etc. written by different levels of students. Also, researchers can develop the insight beyond the Theme and thematic progression in analyzing the text. They can further analyze the text by applying cohesion analysis to find the texture of the text or by applying mood system and transitivity analysis along with the Theme system analysis to specify a more detailed structure of the text seen respectively from the ideational, interpersonal, and textual meaning. Finally, the result of this study is expected to provide another perspective of Theme and thematic progression analysis, particularly on the educational context of teaching writing to students in tertiary level in Indonesia.