

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The previous chapter has presented the analysis and discussion towards the findings of Theme choice, thematic progression in students' Commentary Writing and problems encountered in students' writing. This chapter presents the conclusion and recommendation of this study. This chapter is divided into two sections: conclusion and recommendation. The conclusion section begins with a brief description of aspects underlying this study: background, purpose, findings and conclusion. Meanwhile, the recommendation section provides the suggestion for further research,

5.1. Conclusions

This study focused on the analysis of the application of thematic progression in students' academic writing. This study aimed at analyzing how the students organized their ideas textually seen from the Theme choice and thematic progression. Besides, this study also intended to find the problems encountered in students' writing.

This study has confirmed the findings from the previous research that Theme and thematic progression plays a significant role in organizing the ideas textually and improving students' writing coherence and overall writing proficiency. Moreover, this study confirmed that there are some problems occurred in students' writing resulting from the misuse of Theme and Rheme (see Arunsirrot, 2013; Bangga, 2013; Jingxia & Li, 2013; Rakhman, 2012). It can be

said that the Theme system (Theme and thematic progression) analysis can be used as a tool to value students' writing.

This study found out that the students were able to create a good text seen from Theme choice and thematic progression applied in the text. The unmarked topical Themes were used to highlight the topic under discussion. Meanwhile the marked topical Themes were used when the students want to change the focus of the clause into significant ways. In addition, the students rarely used interpersonal Theme in their texts, but some students applied it in their text. The use of this Theme is to indicate writer's personal judgment on the meaning or to foreground the writer's view point. Moreover, the students used textual Theme to build arguments, give opinion, oppose argument and build connectedness between steps in the discussion. In other words, it is used to relate the clause to its context. However, the use of this Theme contributes to the coherency of the text. Furthermore, macro- Theme and hyper- Theme were also found in this text. The use of this Theme makes the text and each stage of longer text develop globally. The presence of this Theme helped to enhance the cohesion and coherence of the text. Furthermore, it indicated writer's development in writing skills and critical thinking. As for the readers, they can predict what is going to be discussed.

In terms of thematic progression, all types of thematic progression could be found in the text. Firstly is Theme reiteration pattern. In this pattern, the writer used the same element as Theme to keep the focus of the text. The use of this pattern is aimed at giving the reader clear information in the text. Secondly is Zig-zag pattern. This pattern helped the text in reaching its cohesion by introducing new information. Besides, by using this pattern, the writer tried to make a sense of cumulative development of the text. Finally is derived/multiple Theme. The use of this pattern indicated writer's ability to employ textual strategies at global level. It also indicated that the text is a well-written and well-planned text.

5.2. Recommendations

Neneng Wahyu, 2015

AN ANALYSIS OF THE APPLICATION OF THEME AND THEMATIC PROGRESSION IN STUDENTS' COMMENTARY WRITING

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Relevant to the findings, discussions and conclusions of this study, the researcher would like to give some suggestions for teachers and further study related to the application of Theme and thematic progression analysis of text.

Firstly, for teachers, it is recommended to guide the students on how to write a good text. The teachers should give the example so that the students can get the idea of how a good text is. The teachers can give the design of schematic structure or the text made by other writers. Besides, the teachers are also recommended to apply drafting strategy in teaching writing. Drafting strategy is a strategy in which the students are asked to write the same topic on a particular text for several times, appropriately 5-6 times. During the process of drafting, the teachers give feedback on students' writing. By applying this strategy, the students can learn from the mistakes they made and they try to correct the mistakes by themselves. It is hoped that the students have critical thinking so that they do not repeat the same mistakes. In addition, in giving feedback, the teachers should give the students understanding to the students about the importance of applying Theme system and thematic progression which affect the cohesion of their writing.

Secondly, it is recommended for other researchers to investigate the Theme choice and thematic progression in different types of text or literary works, such as narrative, descriptive, discussion, exposition, explanation, or literary report. Moreover, the analysis of Theme choice and thematic progression in spoken form also will be interesting to be explored. Since the participants of this study are university students who have learned SFL and know exactly about Theme and thematic progression, the researcher suggests conducting other research whose participants are students who have not learned SFL. After that, finding the differences on how the students organize their ideas textually by comparing the result of those two different groups of participants is also suggested to be done.

